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ABSTRACT

This student guide is designed to assist individuals who are either entering or reentering the job market in developing job hunting skills. Included in the guide are activities addressing the following aspects of finding and keeping a job: first steps in looking for a job (identifying one's skills, interests, and personality traits); procedures for planning a job campaign (building an information network and personal support system, developing contacts, gathering information about an area of work, and keeping records); decision making (considering financial needs, employment goals, job options, relocation, self-employment, and military or civil service careers); techniques for communication with employers (completing job applications and writing resumes and cover letters); job interviews (distinguishing between legal and illegal questions, making a favorable impression on an employer, writing an interview followup letter, and dealing with rejection); and steps in keeping and advancing in a job. (MN)

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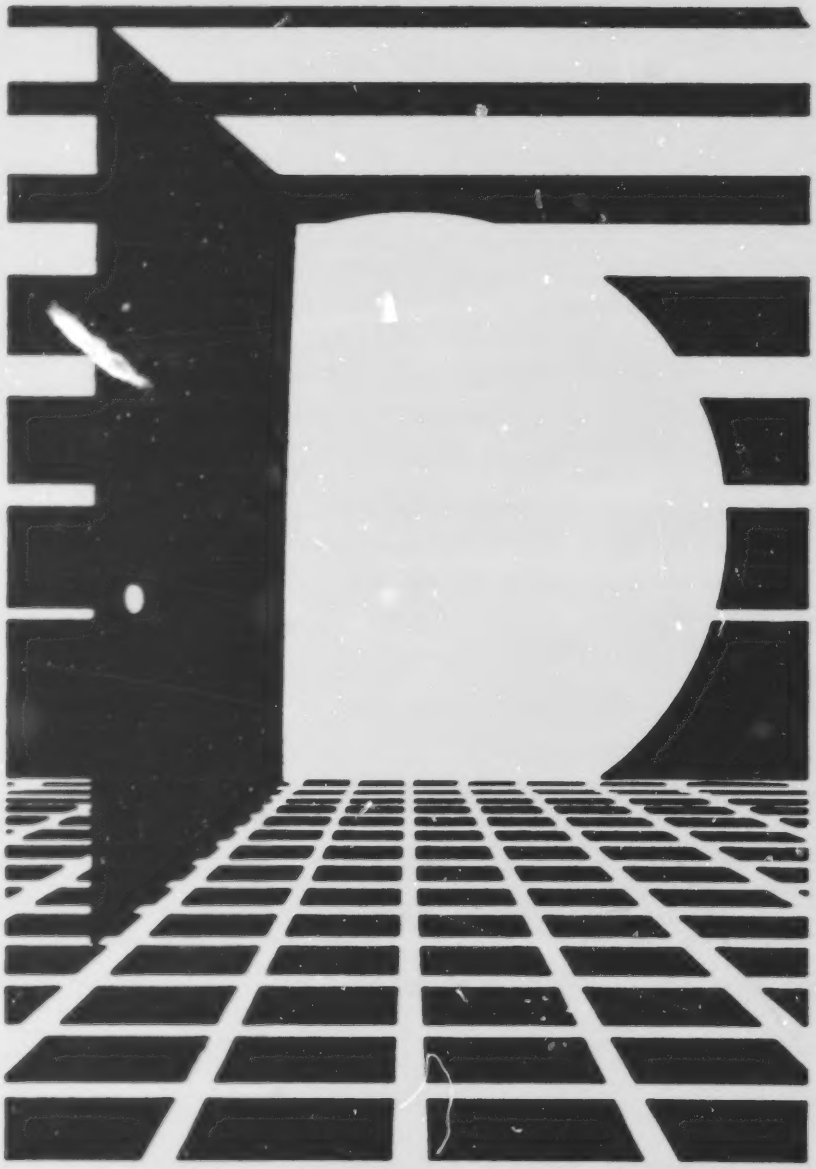

A PRACTICAL GUIDE FOR JOB HUNTING

Jane Goodman
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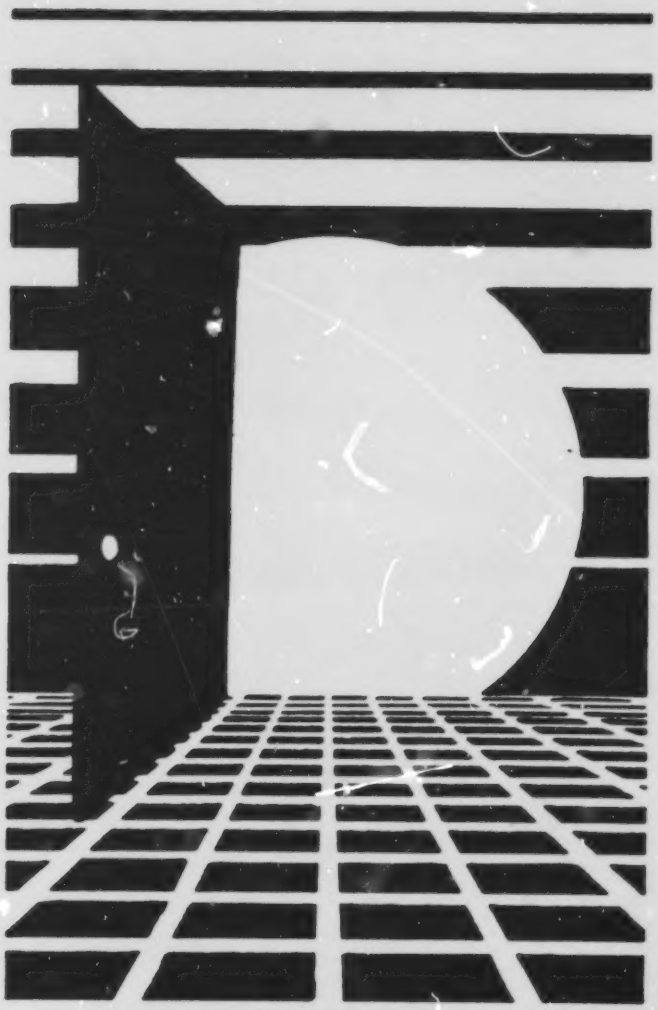
Opening Doors

A PRACTICAL GUIDE FOR JOB HUNTING



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INTRODUCTION

WELCOME. *We hope this guide will open doors for you:*

- *to self understanding*
- *to interviews*
- *to a new job*

Jobs often go to the most skilled job seeker - the one who knows what (s)he can do, who can best locate employers, who interviews well.

⇨ *This guide is designed to help YOU become a better job seeker.*

⇨ *This guide is not designed for you to use alone. It is best used with a job club, a teacher, a counselor, or a job hunting group.*

⇨ *This guide is designed to help you learn all the skills you need to plan an effective job search.*

⇨ *This guide is not necessarily designed to be used straight through from beginning to end. You can pick and choose only those parts you need.*

GO TO the table of contents - LOOK at what is in this guide - DECIDE, with the help of your leader, teacher, counselor, where YOU need to start. Then begin.

GO TO IT AND GOOD LUCK!

TABLE OF CONTENTS

INTRODUCTION..... 1

FIRST STEPS..... 7

ACCOMPLISHMENTS..... 9
Identify and list achievements that make you a valuable employee

IDENTIFYING YOUR SKILLS..... 10
What you can do for an employer

SOME SKILLS CAN BE PORTABLE..... 11
Old skills that can be used in new jobs

CHECKLIST OF STRENGTHS..... 12
Personal qualities are important to employers too

YOUR JOB LIABILITIES..... 14
Things that may get in your way in finding a job

WHAT'S IMPORTANT TO YOU IN A JOB?..... 16
Identifying your work values

INTERESTS = JOB SATISFACTION..... 19
Identifying your job-related interests

LEARNING FROM YOUR PAST..... 20
Past activities can provide clues to present interests

EMOTIONAL REACTIONS TO JOB LOSS..... 21
What people often experience in job loss/job change situations

STRESS - WHAT TO DO WHEN THERE IS TOO MUCH..... 22

PUTTING THE PIECES TOGETHER..... 23
Combining information about you and choosing a job target

MAKING DECISIONS..... 25

FACTS OF LIFE..... 27
Realities to consider when making job hunt decisions

BARE BONES BUDGET..... 29
Your basic financial needs

THE SHORT TERM/LONG TERM GOAL CONNECTION..... 30
Your employment goals, how do they fit together?

DECISION MAKING EXERCISE..... 32
Focusing on your job options

WHAT ELSE COULD YOU DO?..... 34
Relocation, self-employment, civil service and military

PLANNING THE JOB CAMPAIGN..... 35

BUILDING AN INFORMATION NETWORK..... 37
How to "network" your way to job opportunities

YOUR PERSONAL SUPPORT SYSTEM..... 41
You don't have to do it alone, others can help

LOCATING EMPLOYERS..... 42
How to find the "Hidden Job Market"

INFORMATION INTERVIEW..... 44
Another way of making contacts, getting job information

WHY DO I WANT THIS JOB?..... 46
Getting information about your area of work

IS IT LUCK OR BEING CREATIVE?..... 48
Different ways other people have found work

KEEPING TRACK OF JOB HUNT INFORMATION..... 50
Record-keeping techniques

COMMUNICATING WITH EMPLOYERS..... 51

ASSERTIVENESS TECHNIQUES..... 53
How to use in the job hunt

TELEPHONE TECHNIQUES..... 54
How to use when contacting employers

INFORMATION ABOUT YOU..... 58
To use for the application, resume and interview

THE JOB APPLICATION..... 61
Do's and Don't's

WRITING YOUR RESUME..... 65

CHRONOLOGICAL RESUME..... 68

FUNCTIONAL RESUME..... 69

COMBINATION OR ACCOMPLISHMENTS RESUME..... 70

WORDS FOR RESUME AND COVER LETTER PREPARATION..... 71

INTRODUCING THE COVER LETTER..... 72
How to write and use one, includes a sample letter

THE JOB INTERVIEW..... 75

THE INTERVIEW - WHAT TO EXPECT..... 77
Stages, the turning point, use of the "Hook" and follow-up

INTERVIEWING DO'S AND DON'T'S..... 80

PRACTICING INTERVIEW QUESTIONS AND ANSWERS..... 82
Questions interviewers often ask and how to get ready for them

ILLEGAL QUESTIONS..... 84
Which questions are illegal and how to handle them

QUESTIONS TO ASK THE INTERVIEWER..... 85
What kinds to ask and when

RESEARCHING AN ORGANIZATION AND POSITION..... 86
Inside information that will help you

CLEAR-CUT FACTS AND CONVINCING STATEMENTS..... 87
How to use to your benefit in the interview

WHAT SHALL I WEAR TO THE INTERVIEW..... 88
Making the most of your personal appearance

YOUR BODY LANGUAGE CAN WORK FOR YOU..... 89
Making a favorable impression on the interviewer

DEVELOPING AN INTERVIEW PLAN..... 90
Step by step check-off list to help you get ready

THE INTERVIEW FOLLOW-UP LETTER..... 94

UPS AND DOWNS OF THE JOB HUNT..... 95
Dealing with rejection and keeping yourself moving forward

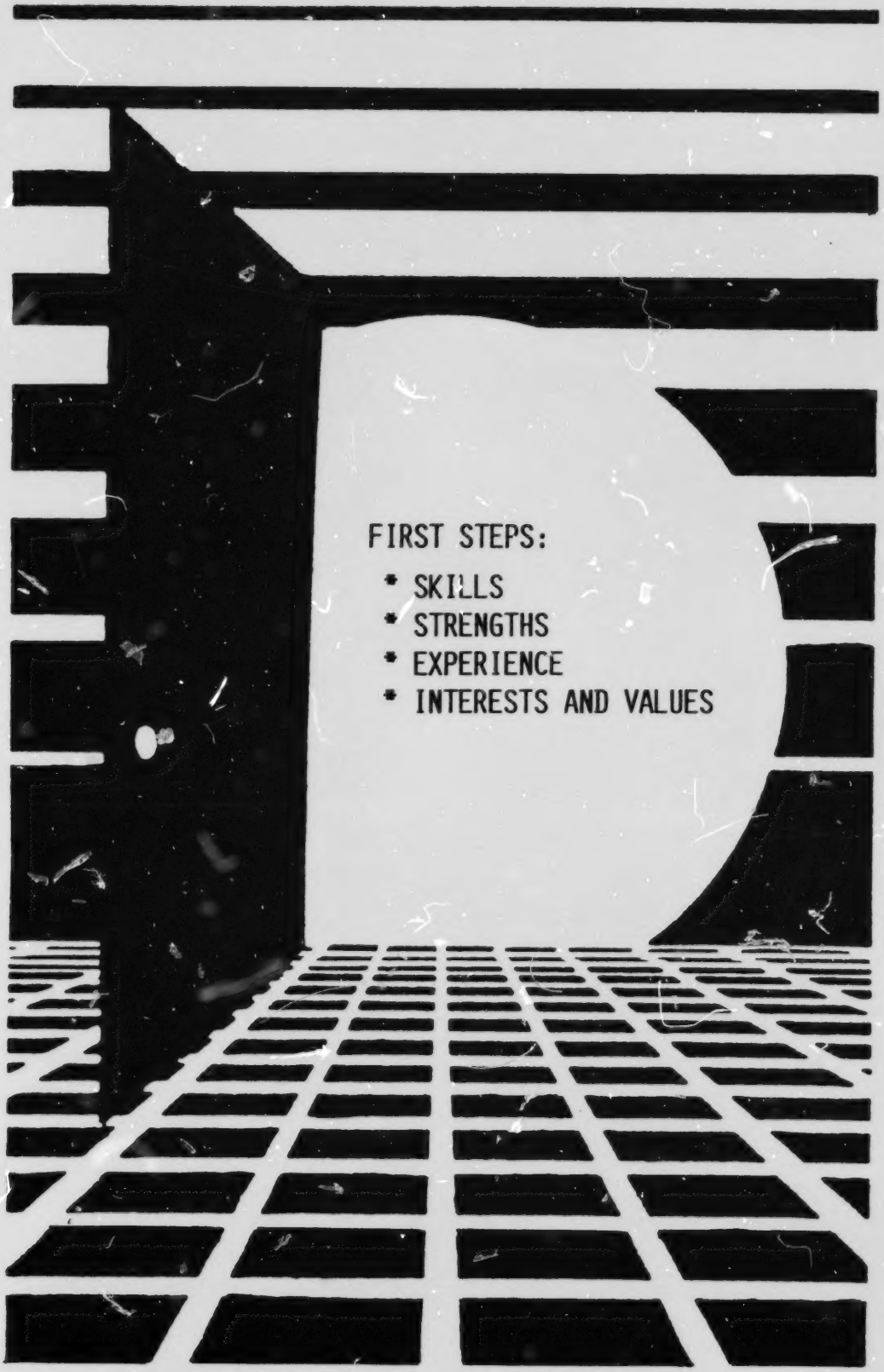
OPENING THE DOOR TO YOUR FUTURE..... 97

KEEPING THE JOB AFTER YOU GET IT..... 99
Important things to remember when starting a job

MAKING PLANS FOR YOUR FUTURE.....101

WHERE DO YOU GO FROM HERE?.....102

REFERENCE LIST.....103


FIRST STEPS:
* SKILLS
* STRENGTHS
* EXPERIENCE
* INTERESTS AND VALUES

ACCOMPLISHMENTS

An Accomplishment is something a person has achieved that he or she looks on with pride or satisfaction. Employers consider past success as a reliable indicator of how well a person will do in a future job. Listing your accomplishments will help you to identify skills, can be included in your resume and cover letter, and is essential to presenting yourself favorably in a job interview.

SAMPLE ACCOMPLISHMENTS ARE:

WORK RELATED
Good attendance
Being on time (punctuality)
Being promoted
Finding and solving a problem
Increasing productivity
Finishing a complex problem on time
Learning new skills, procedures
Suggesting new ideas that are used
Volunteering for extra duties

NON-WORK RELATED
Learning to use power tools
Repairing your home
Fixing your own car
Designing and planting your garden
Solving a difficult problem
Organizing a committee
Budgeting the family money
Leading a youth group
Learning to sail a boat

Think about what you have done in the past that you can say "I'm really proud of the way I did that" or "I had such a good feeling when I tried that". Make a list of your accomplishments.

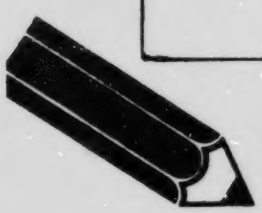
WORK RELATED	NON-WORK RELATED
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

IDENTIFYING YOUR SKILLS

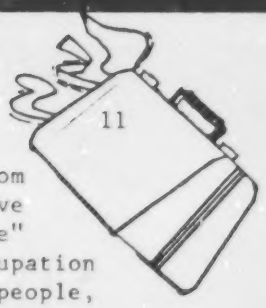
To be a good job hunter, you must be able to tell employers (in detail) what you can do. This worksheet will help you identify and list your skills. First look at the examples below. Notice that both paid and unpaid experience is included and that each example starts with the job or activity title, then lists the duties necessary to do that job and follows with the skills needed to perform the job.

	PAID EMPLOYMENT	
JOB TITLE	TASKS/RESPONSIBILITIES	SKILLS
Secretary	Type letters, other materials Take shorthand	Type 45 wpm Shorthand 100 wpm
	Operate adding machine, copier, calculator, word processor	Use wide variety of office machines
	Set up and keep filing system	Organize data and systems
	Answer phones	Communicate with the public
	Select what work is done first	Plan time and make decisions

	UNPAID EXPERIENCE	
ACTIVITY	TASKS/RESPONSIBILITIES	SKILLS
Gardening	Buy plants, seeds, bulbs	Purchasing, making decisions
	Test soil, treat if necessary Put plants in best places according to soil, light, size requirements	Knowledge of plants and where and how they grow best Able to develop a plan and follow it
	Use shovel, hoe, weeder, trowel and other equipment	Able to work with hands and pick the best tool for the task
	Weed, water and harvest	Can stick to a job, do follow-up and pay attention to detail



Now take extra paper and write down all your jobs and activities, list the duties required for each and then your skills. If you get stuck thinking of all the duties or figuring out the skills, ask someone to help you.



SOME SKILLS CAN BE "PORTABLE"

Often job hunters find themselves looking for a position different from former jobs they've had. They get worried because they think they have no skills to do the new job. This is where identifying your "portable" skills is helpful. "Portable" skills can be transferred from one occupation to another. Typical examples include being able to communicate with people, plan and organize, and handle responsibility.

Now let's take the same examples on the previous page. Supposing the secretary with a gardening hobby wants to get a job working for a manufacturer and selling gardening equipment to stores. What portable skills does this person have to use in the new job? We've circled them below.

	PAID EMPLOYMENT	
JOB TITLE	TASKS/RESPONSIBILITIES	SKILLS
Secretary	Type letters, other materials	Type 45 wpm
	Take shorthand	Shorthand 100 wpm
	Operate adding machine, copier, calculator, word processor	Use wide variety of office machines
	Set up and keep filing system	Organize data and systems
	Answer phones	Communicate with the public
	Select what work is done first	Plan time and make decisions

	UNPAID EXPERIENCE	
ACTIVITY	TASKS/RESPONSIBILITIES	SKILLS
Gardening	Buy plants, seeds, bulbs	Purchasing, making decisions
	Test soil, treat if necessary	Knowledge of plants and
	Put plants in best places according to soil, light, size requirements	where and how they grow best Able to develop a plan and follow it
	Use shovel, hoe, weeder, trowel and other equipment	Able to work with hands and pick the best tool for the task
	Weed, water and harvest	Can stick to a job, do follow-up and pay attention to detail

Before you write a resume and cover letter and before you go to an interview, look back over your list of skills and find those you already have that fit the new job.

See sections in this manual on resumes, cover letters, and interviewing for additional information on the best ways to present your skills.

CHECKLIST OF STRENGTHS*

You will improve your chances for success in your job search by looking at your strengths and weaknesses. Read over the list of strengths below and check whether you are this way rarely, sometimes or often. Refer back to this list in writing your resume and cover letter and in planning for job interviews.

	RARELY	SOMETIMES	OFTEN
ABLE TO WORK ALONE. Do you plan your own work? Can you work by yourself?	___	___	___
AMBITIOUS. Do you take on extra assignments that will help you get ahead? Do you plan your career advancement?	___	___	___
ARTICULATE. Can you express ideas easily - orally? In writing? Are your instructions readily understood?	___	___	___
CHEERFUL. Are you generally good natured? Do you greet your fellow workers pleasantly?	___	___	___
COMPETENT. Are you able to meet deadlines? Is your work generally accepted "as is"?	___	___	___
CONSCIENTIOUS. Do you do an honest day's work for a day's pay? Can you name some unpleasant task that you have done because it had to be done and no one else would do it?	___	___	___
COOPERATIVE. Do you always do your part in a team assignment? Do you often volunteer to help?	___	___	___
COURAGEOUS. Do you undertake challenges readily? Have you ever had to stand firm on your principles despite opposition?	___	___	___
DECISIVE. Are you able to make clear-cut decisions under pressure? Do you stand back of them later? Have you ever had to take a firm stand and accept responsibility?	___	___	___
DEPENDABLE. How is your attendance record? Can your supervisor count on you when the work load is heavy? Do you follow through without being checked on by your supervisors or instructors?	___	___	___
DIPLOMATIC. Can you cope with difficult situations involving other people? Have you restored harmony where there was friction? Settled a difficult personnel problem?	___	___	___
DISCREET. Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other people's right to privacy.	___	___	___
EFFICIENT. Do you plan your time well? Do you consciously try to improve your work habits?	___	___	___
EMOTIONALLY STABLE. Do you feel in control of yourself most of the time? Can other people count on your day-to-day mood to be agreeable? Do you ordinarily feel good will toward other people?	___	___	___
ENTHUSIASTIC. Are you interested in your work? or studies? Do you inspire others with your own interest? Have you ever done extra work because of your interest?	___	___	___
GOOD WITH YOUR HANDS. Can you fix things easily? Are you handy around the house or on the job?	___	___	___
HONEST. Do you usually tell the truth? Have you ever served as treasurer of an organization? Do you pass along the praise when credit belongs elsewhere? Accept blame for your own mistakes?	___	___	___

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	RARELY	SOMETIMES	OFTEN
IMAGINATIVE. Do you often or occasionally come up with new ideas? Have you contributed an idea which proved both workable and profitable?	___	___	___
INDUSTRIOUS. Can you be your own self-starter? Do you work steadily on a task until it is done? Do you resist interruptions whenever possible?	___	___	___
LEADERSHIP ABILITY? Do people follow your suggestions? Have you held positions of responsibility at work? In school? In clubs or community activities?	___	___	___
LOYAL. Can you set aside petty grievances to get a job done? Have you ever been in a situation where you stayed with a project or organization because of a sense of responsibility despite disagreements?	___	___	___
OBSERVANT. Do you remember names easily? Places? Do you recall facts and figures accurately? Find your way in a new locale?	___	___	___
ORDERLY. Do you keep things where they belong? Have a knack for arranging things in a logical way? Enjoy detail work?	___	___	___
PATIENT. Can you keep your temper? Are you able to train other workers calmly even when you have to explain some procedures over and over again?	___	___	___
PERSISTENT. Can you stick to a task even when your enthusiasm and patience are thin? Have you ever accomplished something very difficult?	___	___	___
PERSUASIVE. Are you successful in bringing others to your point of view? In selling things and ideas?	___	___	___
RESOURCEFUL. Do you see what needs to be done and do it without being told? Have you ever worked your way out of a difficult situation?	___	___	___
SOBER. Has drinking ever been a problem for you? Does it affect your work? Are you able to go to work after a party? Do you have a problem with any other drug?	___	___	___
SYMPATHETIC. Do you try to understand the problems of others? Do people confide in you often? Do you help them?	___	___	___
THRIFTY. Do you try to avoid waste in supplies and equipment? Do you know what to save and what to discard?	___	___	___
TOLERANT. Do you associate with people of different social backgrounds? Are you openminded? Have you ever worked for the improvement of conditions for people of a different race or religious background?	___	___	___

Look back over your list. Decide which weaknesses you can strengthen and plan a way to begin doing so. Write your plan below.

_____

_____

_____

_____

*Adapted from **Path to Your Future: Suggestions & Procedures for the Job Applicant**, Career Development Center, Drake University.

YOUR JOB LIABILITIES

(things that may get in your way)

WHAT IS A JOB LIABILITY?

Job liabilities affect how the employer may see you. They are often impossible to change like age, having a permanent physical handicap, or a criminal record. Perhaps, they can only be overcome with intense effort requiring much time such as learning to read, speak English, complete an education.

It is important to know your job liabilities, consider how they affect your chances of being hired, and plan a way to deal with them in the most positive way.

HOW DO I DEAL WITH A JOB LIABILITY?

1. CHANGING EMPLOYMENT GOALS. For example: If you have a back or neck problem, sitting at a typewriter or word processor all day may be physically impossible. Finding an alternative job in which you can be seated some of the time and stand and move around the rest of your work time may be a way of dealing with that handicap.

2. SETTING SHORT AND LONG TERM GOALS (see p. 30). For example: If you lack education, reading skills, or the ability to speak the English language - you can obtain jobs where these are not required to perform the work. You can also at the same time work on overcoming these liabilities by completing school, taking classes in English, or learning to read. You can then re-adjust your employment goals.

3. PERSUADING AN EMPLOYER TO HIRE YOU ANYWAY. For example: You may be near retirement age which some employers consider a liability. Stressing the positives of being a mature worker (mature judgement, loyalty, steady work record, the experience you acquired from a long life) can be a way of persuading an employer to hire you. A similar approach can be used with a criminal record - explaining the circumstances of that time of your life and how you are different now and stressing what you can do for that employer.

We have listed a few job liabilities that people have when seeking employment. You may have identified others that are making it harder for you to job hunt. List your job liabilities below:

MY LIABILITIES AND HOW THEY AFFECT MY CHANCES OF BEING HIRED

_____

_____

_____

WHAT DO I NEED TO SAY OR DO TO REDUCE OR COPE WITH THESE LIABILITIES

_____

WHAT'S IMPORTANT TO YOU IN A JOB?

Identifying values can sometimes offer clues to what kind of work may be satisfying to you. Very few jobs provide a place for us to meet ALL of our values, but many jobs can include our MOST IMPORTANT values. It is therefore helpful to figure out which of our values are MOST IMPORTANT and which we can achieve on the job, in non-work places or can do without, for the present or permanently.

On the next page are ten (10) 'cards', each of which stands for a commonly held work value. On the front of the 'card' is the name of the value and a definition of the value. On the back of the card are some statements which could be made by a person who holds that value.

Cut out the ten cards on the lines provided. Read the definitions and the statements and sort the cards into three piles ---

MOST IMPORTANT OF MEDIUM IMPORTANCE LEAST IMPORTANT

You should have three (3) cards in the MOST IMPORTANT pile, four (4) in the OF MEDIUM IMPORTANCE pile, and three (3) in the LEAST IMPORTANT pile.

Record your choices on the lines provided below:

MOST IMPORTANT	OF MEDIUM IMPORTANCE	LEAST IMPORTANT
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
	4._____	

Does the job you are thinking of find a way for you to meet your MOST IMPORTANT values? If not, you may want to rethink your plan or look for other ways to meet these values.

RECOGNITION It is very important that others respect me and the place where I work.	**ACHIEVEMENT** It is important for me to apply myself to a challenging task and do it very well. I want to learn and grow in my work and move on to better opportunities.
LEADERSHIP It is important for me to use my leadership abilities. I want responsibility for planning, organizing, and supervising others in doing a job.	**HELPING** It is important for me to believe my work is helping to make the world a better place. I would be happy working to help people in need.
MONEY It is important to me to have as high an income as possible. Being able to buy comforts and other material things is important to me.	**INDEPENDENCE** It is important for me to do things on my own without taking a lot of orders and directions from others.
CREATIVITY It is important for me to try out original ideas rather than to use established procedures. I get bored and tired if I have to do the same old thing all of the time.	**CHALLENGE** It is important for me to do the hard jobs. I like to tackle the difficult problems that others cannot do.
TEAMWORK It is important for me to be a part of a working team instead of being alone on a job. I work best when I am with other people who share my interests.	**VARIETY** It is important for me to have new things to do and to move around on the job. I need a variety of activities and people in the place where I work.

ACHIEVEMENT

I enjoy seeing the results of my efforts;

I am most satisfied when I have a chance to learn from what I do;

I am unhappy if I feel that I am wasting my time.

RECOGNITION

I want to have my work recognized and valued by others;

I want to work for an organization whose name people recognize;

I want a job that is glamorous in the eyes of others.

HELPING

I would be happy to work in a service organization;

I would like to do a useful job anywhere that I am needed;

Doing work that gives me a chance to help many people in need is important to me.

LEADERSHIP

I like to use my leadership abilities;

I enjoy planning and organizing a program or activity;

I enjoy having others come to me for advice and ideas.

INDEPENDENCE

I need to feel that I can depend on myself for a decent wage;

I want to have some part of my life independent from others;

I like to do things on my own.

MONEY

I must base my job decisions on the amount of salary and benefits offered;

I cannot afford to take a job at a low salary to get a start in work I really want;

Getting money and material things is very important to me.

CHALLENGE

Easy work bores me;

If there is a difficult problem, I have an urge to tackle it;

Without challenge, I feel unused and unfulfilled.

CREATIVITY

I like to come up with a new way to handle an old problem with a more effective approach;

I like to tackle problems that others would prefer to avoid;

I like to try out original solutions rather than to rely on conventional procedures

VARIETY

I enjoy a variety of activities in a work setting;

I get bored seeing the same people and doing the same things all of the time;

I am always looking for new things to do and new ways of doing familiar things.

TEAMWORK

I want more opportunity to be with people who share my interests;

I feel best when I am with other people;

Isolation is depressing.

INTERESTS = JOB SATISFACTION

The word INTEREST comes from words meaning "to make a difference". Our INTERESTS are those activities which make a difference in the pleasure we get in work and play - WHAT WE ENJOY DOING. INTERESTS may be hobbies like stamp collecting, or playing the guitar. They may be activities like gardening or fixing your car. They may be related to your values like helping sick people or solving problems. Whatever your interests are, you will be happier in your work if some of your interests are involved. Many of your interests, of course, will have to be enjoyed during non-work time.

There are many good ways to look at your interests and figure out how they may relate to job choices. There are standardized interest inventories like the Strong Campbell Interest Inventory, the Self Directed Search, or the Kuder Occupational Interest Survey. There are computerized programs for assessing your interests like Discover II, SIGI, the Structured Search of the Michigan Occupational Information (MOIS). You may want to speak to a counselor about where to find one of these inventories or programs.

On this and the next page, Learning From Your Past, we have two other ways to look at your INTERESTS. Below, list as many things as you can which you really like to do.

1._____	8._____	15._____
2._____	9._____	16._____
3._____	10._____	17._____
4._____	11._____	18._____
5._____	12._____	19._____
6._____	13._____	20._____
7._____	14._____	21._____

Now look back over your list and see which, if any, of these things could be done on a job. To find out, you may need to look at books like the Occupational Outlook Handbook, use an interest inventory or computer program, or talk to a counselor.

LEARNING FROM YOUR PAST

From the time you were old enough to choose your own activities, to the present, you have done many things. Some of these activities you have really liked or done well. Reviewing these past activities can help you identify those interests which you might want to include in a future career, i.e., those which give you personal satisfaction. After reading the samples below, use the additional space to identify your activities, interests and possible job.

PAST ACTIVITIES

	What you liked or found interesting about this activity	*A job which might include this interest
SAMPLE		
Folk dancing for senior citizens	fun of dancing helping older adults getting appreciation	Working in a community senior citizen center
Building a tree house	having a finished product working with my hands drawing plans working out-of-doors	construction work
Coaching a team	helping people improve abilities team spirit working with young people	working in a YMCA or YWCA or other athletic/fitness center.
YOUR OWN		

*You may not be able to think of a job to fit an interest. If not, refer to page 19 of the guide for tests and computerized systems that will help you.

EMOTIONAL REACTIONS TO JOB LOSS

When we think of grief, we often think only of death, but job loss or change can also cause stress and can include a period of sadness. By being aware of the typical stages of grief, you can help yourself pass through the stages with minimum harm - either physical or emotional.

Read through the stages described below. Perhaps you have experienced or felt some of what is described. Most people go through a process of disorganization, reorganization, and resolution - that is, letting go of the old job and rebuilding life without it. If you find you are "stuck" in one stage, you may want to talk to someone about your feelings.

ONE - Happiness or Shock and Denial

Some people at first feel wonderful - happy at having "vacation" or relief that the waiting is over. For most of us there is a numbness. We don't believe that we have really lost our job, we hope for recall when that is very unlikely. We don't act, because we do not really accept our loss.

TWO - Emotional Release

We need to give vent to our feelings of anger, sadness, frustration, jealousy, etc. Holding in feelings may lead to physical symptoms or may delay moving on to action.

THREE - Depression and Physical Distress

We feel lost and helpless. We doubt our abilities. We may feel hopeless. We show physical signs of stress like sleeplessness, loss of appetite or back and stomach problems.

FOUR - Panic and Guilt

We have trouble thinking and cannot plan effectively. We feel responsible for the lay-off even though we had no control over it. We keep thinking, "if only". We try to do everything at once, and nothing efficiently.

FIVE - Anger and Hostility

This is an important part of the recovery process. Anger can be positive, but we sometimes feel angry at those around us. We need to learn to use these strong feelings to give us the energy to make plans and move on to stage six.

SIX - Renewed Hope and Rebuilding

We begin to plan for our new life without the old job. We are able to take constructive action steps towards new work.

SEVEN - Resolution

We let go of our anger and false hopes. We feel in control of our lives again. The loss is still part of us but does not dictate our actions.

STRESS - WHAT TO DO WHEN THERE IS TOO MUCH

Stress can be good or bad. A certain amount of stress is stimulating - it keeps us moving, makes life interesting. Too much stress can cause illness - then it is distress. Change produces stress and some things that can cause high stress levels are death of a spouse or family member, divorce or marital problems, loss of job, lack of job, change in financial situation or living conditions.

STRESS REDUCER CHECKLIST*

Put a check by each item below that is something you usually have or do.

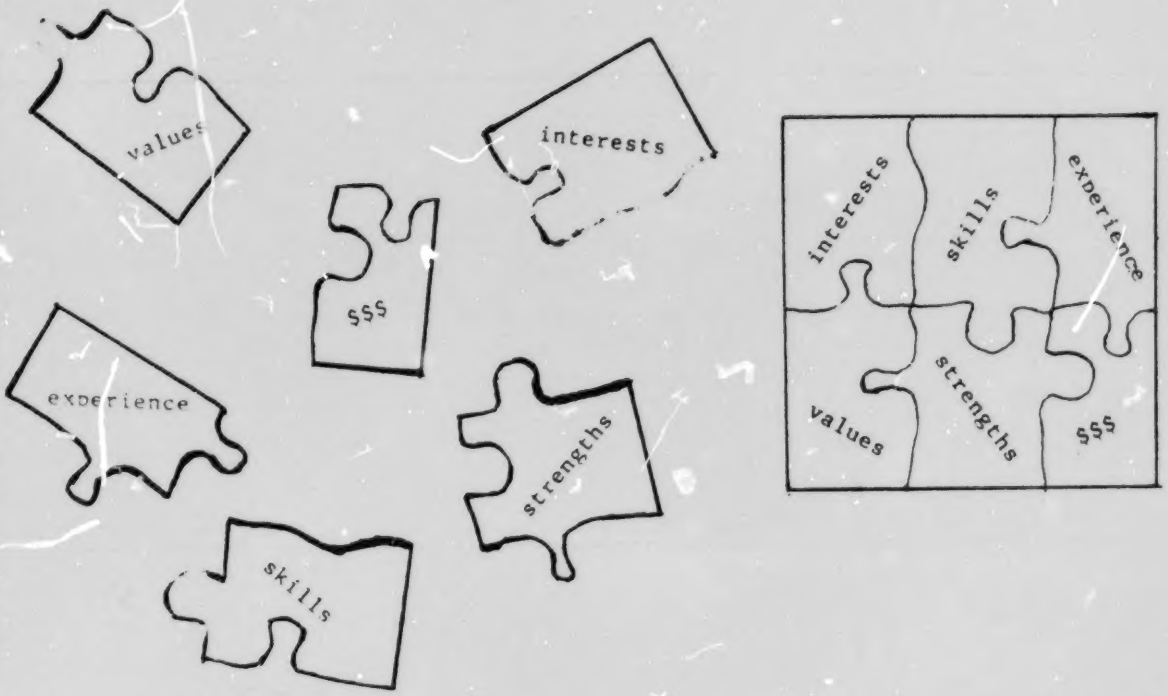
____ 1. I eat at least one hot, balanced meal a day.
____ 2. I get seven to eight hours sleep at least four nights a week.
____ 3. I give and receive affection regularly.
____ 4. I have at least one relative within 50 miles on whom I can rely.
____ 5. I exercise to the point of perspiration at least twice a week.
____ 6. I smoke less than half a pack of cigarettes a day.
____ 7. I take fewer than five alcoholic drinks a week.
____ 8. I am the appropriate weight for my height.
____ 9. I have an income adequate to meet basic expenses.
____10. I get strength from my religious beliefs.
____11. I regularly attend club or social activities.
____12. I have a network of friends and acquaintances.
____13. I have one or more friends to confide in about personal matters.
____14. I am in good health (including eyesight, hearing, teeth).
____15. I am able to speak openly about my feelings when angry or worried.
____16. I have regular conversations with the people I live with about domestic problems, e.g. chores, money and daily living issues.
____17. I do something for fun at least once a week.
____18. I am able to organize my time effectively.
____19. I drink fewer than three cups of coffee (or tea or cola drinks) a day.
____20. I take a quiet time for myself during the day.

Look at the number of checks you have above. If there are only a few, you may not be doing all you can to reduce your stress level. All of the 20 items above are ways to manage tension. For example, to reduce the harmful effects of stress on your body, you may choose (if you are not already doing it) to exercise 2 or 3 times a week, or talk to a good friend or cut-down on the amount of coffee or colas you drink in a day.

For further information about stress management, see the reference list on page 103.

*Adapted from a test developed by psychologists Lyle H. Miller and Alma Dell Smith at Boston University Medical Center.

PUTTING THE PIECES TOGETHER

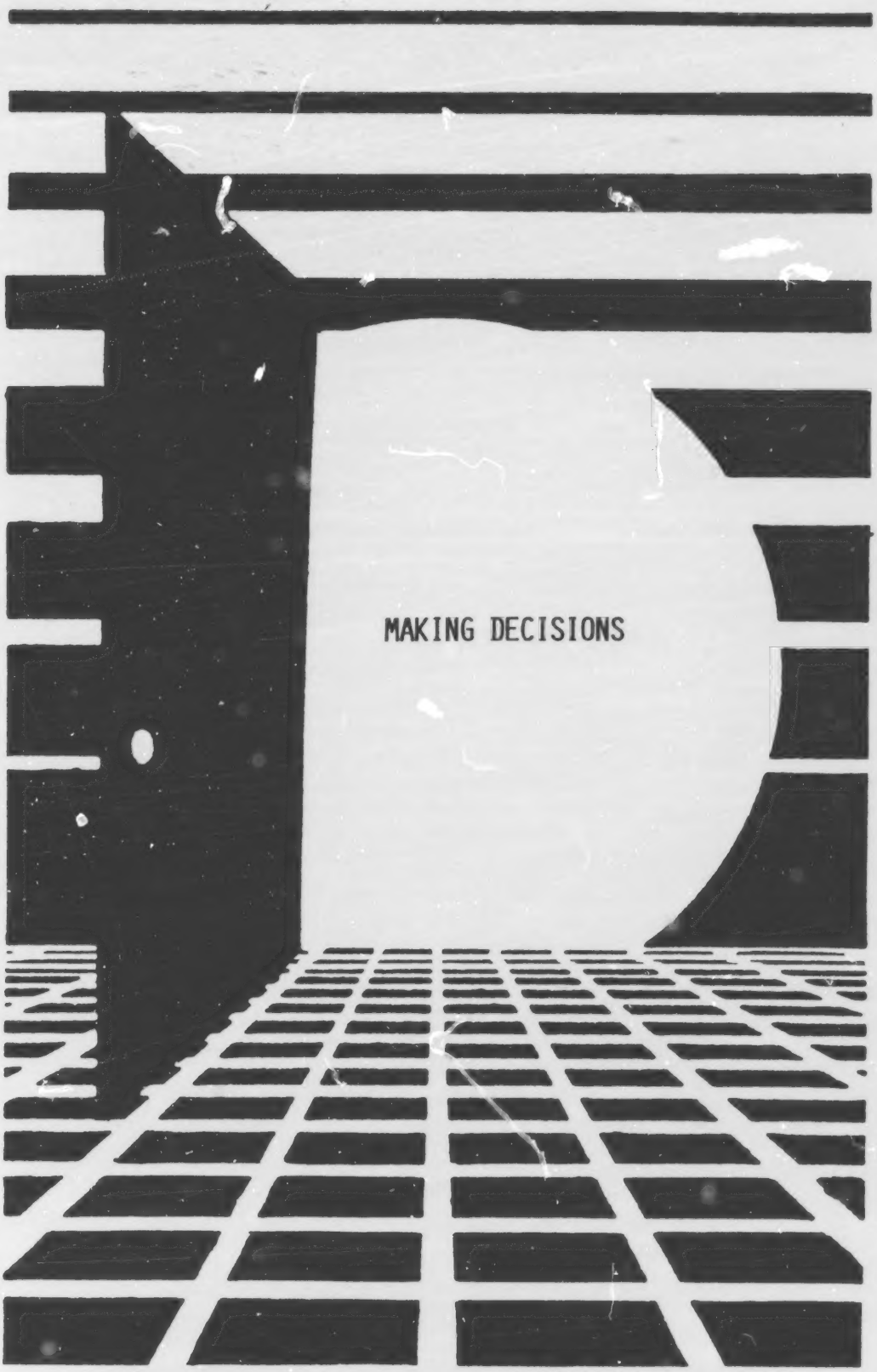


You have looked at your accomplishments, your skills, your strengths and weaknesses, your liabilities, your values and interests. Now your job is to put the pieces together and choose your job target(s).

HOW DO YOU DO THAT?

You may already know. You may not yet be sure. If that is the case, you may want to talk to a job counselor, or join a job club. You may need to look at more books or go on information interviews (see page 44). You may need to continue with the decision making and job campaign sections of this guide.

Good Luck.


MAKING DECISIONS

THE FACTS OF LIFE

In any job decision the practical parts of life have to be considered, for example, what about transportation, time schedule, child care, or benefits needed? The stories which follow describe the situations faced by three people. Read each story and answer the questions below.

Terry Smith

Terry Smith is looking for a job as a medical technician. There are three possible openings to consider. 1) in a hospital 20 miles away from home, at $350/week; 2) in a hospital within walking distance at $275/week; 3) in a Doctor's office about one-half hour bus ride from home, at $300/week. All have similar benefits. The hospitals require some afternoon and weekend work, but have opportunities for advancement.

What should Terry do? _____

_____

_____

What else should Terry consider? (e.g. on the job training, child care needs)

_____

_____

_____

Pat Wayne

Pat Wayne is in a robotics training program, which s/he is considering leaving for a secure but low paying job. The class has been told that there are very few robotics jobs available right now, and the future outlook is unclear. The students with robotics training will be employable in electronics jobs, but at lower pay than either robotics or Pat's former factory job. People in the electronics jobs may have better chances at future robotics jobs, but there are no guarantees. Pat's children will be finishing high school in several years and would like to go to college.

Should Pat continue in the training or take the job? _____

_____

_____

What else should Pat consider? _____

_____

_____

Chris Johnson

Chris Johnson has just graduated from high school and is looking for a first job. Teachers, counselors and friends have said that Chris is good with people and should consider a 'people' job. Chris would like to move to the Southwest and has relatives there to live with, but has been told it is hard to get a job there without experience.

What should Chris do? _____

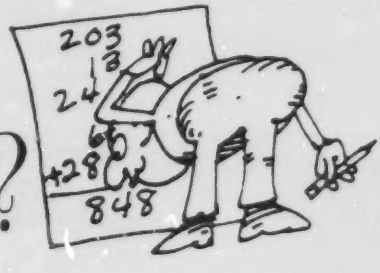
What else should Chris consider? _____

What other information does Chris need? _____

YOUR OWN STORY: In the space below describe your decision situation in the same way we have described Terry's, Pat's and Chris'. Then answer the questions, "What should I do? "What else should I consider?" "What other information might I need?" _____

YOUR BARE-BONES BUDGET
(How Much Money Do You Need To Live)

	Bare-Bones Budget (minimum)	What do you need from your next job?
FIXED MONTHLY EXPENSES		
1. House payment/Rent:----------		
2. Medical needs:----------		
3. Insurance:----------		
4. Telephone/Utilities:----------		
5. Car, gas, oil:----------		
6. Taxes: Federal, State, Local:--		
7. Other (payments, child support, etc.):----------		
OTHER MONTHLY EXPENSES		
8. Food:----------		
9. Clothes:----------		
10. Entertainment, babysitter, etc.-		
11. Church, charity, etc.:----------		
12. Emergency fund:----------		
13. Other:----------		
SAVINGS (do not use for Bare-Bones)		
14. Car replacement:----------		
15. Children's future:----------		
16. Investments:----------		
17. Other:----------		
TOTAL BUDGET----------		



What's the bottom line?

THE SHORT TERM/LONG TERM GOAL CONNECTION

(If You Don't Know Where You Are Going,
How Will You Get There?)

Many people find goals useful because they offer a sense of direction, accomplishment, and purpose. In the job hunt, goals can be a way of identifying an objective like a specific job. Having an objective (a goal) better prepares you to plan the necessary steps to make your job hunt successful

In order to reach a certain destination, airline pilots develop a flight plan and map out a course of action. In other words, they have a goal (their destination) and a (game) plan to help them reach it.

Goals can be short term or long term. In many cases, short term goals can be of help in reaching a long term goal. Airline pilots may have a long term goal (Los Angeles, California). But, before they can get there, they must reach other destinations (Chicago, Ill., Denver, Colo.) along the way. It can be helpful, when goal setting, to understand this connection.

ANOTHER EXAMPLE: Owning a restaurant.

Your long term goal is to own a restaurant. However, since you are unemployed and must support yourself and your family, one of your short term goals may be just getting a job (possibly working in a restaurant). Having a job (short term goal) will provide financial support and make it possible to gather the funds and/or experience necessary in order to open your own restaurant (long term goal).

THIS IS HOW IT WORKS

When selecting a goal, whether short or long term, be specific. When a goal is not specific, it becomes unclear. As a result, the chance of reaching that goal gets much smaller.

For example:

General Goal:	I want to work with people.
Specific Goal:	I want to counsel alcohol abuse patients in a hospital setting.
	OR
General Goal:	I want to work with my hands.
Specific Goal:	I want to work as an auto-mechanic at a new car dealership.

How will you choose a goal? It may not be easy. There are a lot of ways that may work for you.

For example:

DAYDREAMING: You may have a picture in your mind of your ideal job. Is it realistic? If not, you may decide to compromise by thinking of a similar, but more realistic job.

LOOKING AROUND YOU: Some people come up with goals by seeing things that go on around them. This may be one way of setting a goal, or deciding on the kind of job you want.

ROLE MODEL: Is there someone that you admire? Possibly because of their personality, lifestyle, or job. How are you influenced by this person? (Their influence on you may be a part of your goal setting process.) You may choose to set goals to be like them.

Now it's your turn.

1. Think of a long term goal._____

2. Think of a short term goal (or goals)._____

_____

_____

3. Describe how you could achieve these goals._____

_____

_____

4. What are the connections between your short term and long term goals?

_____

_____

_____

It may be necessary to change some of your short term goals in order to make a better connection between them and your long term goal. Remember, short term goals can play an important role in reaching your long term goal. Sometimes however, it is not always possible to have a connection between the two.

DECISION MAKING EXERCISE

Decision making is a process in which a person selects from two or more possible choices. In a situation where there seems to be only one choice, you will not have to make a decision. Often, people are unaware that there are other choices they do have and can find them by gathering more information and/or by asking others for help.

CONSIDERATIONS

Each decision is limited by what a person is capable of doing (ability).

Each decision is limited by what a person is willing to do (motivation).

PROCESS (example)

1. State the decision you want to make.

   To decide what type of job to look for

2. List your desired outcomes and rank in the order of their importance.

   1. *minimum income of $200/wk.*
   2. *work within 10 miles from home*
   3. *using my skills and interests*
   4. *no overtime*

3. Make a list of possible alternatives (at least three).

   WELDER *MAIL CARRIER* *RETAIL SALES CLERK*

4. Gather as much information as you can about each alternative.

   MOIS Microfiche at library, information interview, (see page 47)

5. List advantages and disadvantages for each alternative:

WELDER		MAIL CARRIER		RETAIL SALES CLERK	
ADVANTAGE	DISADVANTAGE	ADVANTAGE	DISADVANTAGE	ADVANTAGE	DISADVANTAGE
good pay *near home* *benefits* *openings* *no overtime*	*unenjoyable* *poor work conditions*	*good pay* *benefits*	*poor chance of getting hired* *far from home*	*enjoyable* *near home* *employee discounts* *use skills, interests*	*low pay* *no benefits* *overtime* *work on weekends*

6. Consider:

   Which alternative will most likely help you achieve your desired outcomes.

   WELDER. This will satisfy three of my four desired outcomes. Good pay, no overtime, and can work within 10 miles of home

7. Draw conclusions and take action.

   WELDER. Next step is to contact organizations that hire welders

DECISION MAKING WORKSHEET

To better learn the decision making process, think of a decision that you would like to make, then complete each of the steps listed below.

CONSIDERATIONS

Each decision is limited by what a person is capable of doing (ability).

Each decision is limited by what a person is willing to do (motivation).

PROCESS

1. State the decision you want to make.

   _____

2. List your desired outcomes and rank in the order of their importance.

   _____ _____

   _____ _____

3. Make a list of possible alternatives (at least three).

   _____ _____ _____

4. Gather as much information as you can about each alternative.

   _____

5. List advantages and disadvantages for each alternative:

ADVANTAGES	DISADVANTAGES

ADVANTAGES	DISADVANTAGES

ADVANTAGES	DISADVANTAGES

6. Consider:

   A. Which alternative you are most capable of doing.

   _____

   B. Which alternative you are most willing to pursue.

   _____

   C. Which alternative will most likely help you achieve your desired outcomes.

   _____

7. Draw conclusions and take action.

   _____

WHAT ELSE COULD YOU DO?

Relocation, Self-Employment, Civil Service, Military

You may wish to consider several alternative opportunities in your search. One of the options listed below may work for you. It is important to look at each option carefully and decide which, if any, best fits your career and personal needs. You may still need to use certain job-hunt techniques in pursuing one of these options.

HAVE YOU THOUGHT ABOUT?...

RELOCATION:
-Monthly bulletins providing information on employment in different cities are available from the U.S. Department of Labor in Washington, D.C.
-Further information - moving costs, housing availability, cost of living, salary/wage levels, employment outlook, climate, etc. -with respect to specific areas or cities may be gotten by using current issues of newspapers, telephone directories from other cities, your personal network, and local Chambers of Commerce.
-Gathering information about the new location through a visit and considering the steps involved in the actual move will help you decide if this option is a good idea for you.

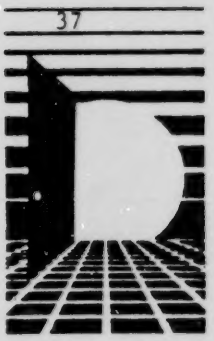
SELF-EMPLOYMENT:
-Many people find this idea attractive for several reasons: 1) you are your own boss 2) you set policy and make decisions 3) you have a chance to use your experience and skills even though you may not meet standards set by other employers.
-Getting information on all aspects of the potential enterprise - from set-up to actual operation - is a must! The Small Business Administration (SBA) is a good source of information.
-It is important to honestly think about your desired lifestyle and whether you are self-motivated, enjoy making decisions, handle responsibility well, enjoy being in charge, and are able to devote (at least at first) large amounts of time to your new business.

MILITARY:
-The Armed Services offer extensive training, employment, and career opportunities for men and women.
-The work background gained through the Armed Services may be used as preparation for a civilian or military career.
-There are many career programs available in the Armed Services and further information can be gotten by visiting a recruiting center, reading career guides for each branch in the library or visiting the placement center of a local high school or college.
-The military also has a test called the ASVAB (Armed Services Vocational Aptitude Battery) that you can take to find out what abilities you have that fit military programs.

CIVIL SERVICE:
-The Federal Government is the largest employer in the U.S. and offers opportunities in a wide range of careers.
-Federal Job Information Centers (FJIC's) offer information on employment in the Federal Government and are located through-out the country.
-Local libraries, college placement offices, and local FJIC's are sources of further information on Civil Service jobs as well as education/work experience needed for these jobs.

PLANNING THE JOB CAMPAIGN

BUILDING AN INFORMATION NETWORK



One of the techniques that job hunters find very useful is having a group of people to help them find jobs and get job information. In starting your job campaign one of the first steps should be building this "network" of people. The Bureau of Labor Statistics did a study on how people find work. This is the result:

Applied Directly to Employer	36.9%
Asked Friends or Relatives about jobs where they work or elsewhere	27.2%
Answered Newspaper Ads	13.5%
Private Employment Agencies	5.6%
State Employment Services	5.1%
Other	11.7%
TOTAL	100.0%

The most successful ways found were to apply directly to employers or to find a job from information given by a friend or relative. How to apply directly to an employer is covered elsewhere in this guide. This section will deal with using people you know to help you get a job. This is called "NETWORKING."

HOW TO DO IT

1. IDENTIFY PEOPLE TO INCLUDE (see next page).
2. DECIDE ON 10-12 PEOPLE TO START WITH.
3. DECIDE WHAT KIND OF HELP YOU NEED.
   Is it:
   - Information about job openings or potential employers?
   - Help in contacting particular people (can they make a phone call or write a letter for you?).
   - Names of other people to add to your network list?
4. DECIDE HOW TO CONTACT THESE PEOPLE (telephone, letter, in person).
5. PREPARE FOR THE CONTACTS (consider practicing what you want to say).
6. FOLLOW UP:
   - Ask for more help - you will want to contact these people more than once.
   - Keep them informed about your progress.
   - Thank them (by telephone, letter, in person).
8. REPEAT STEPS 1-7 AS NEEDED (Use additional people from your network list).
9. PAY BACK OF PASS ON THE FAVOR.
   At some time you may be in a position to help those who helped you. If not, you can pass on the favor to someone else who may need you to be a part of their information or support system.

YOUR INFORMATION NETWORK

People you already know have knowledge of job information or can give you names of other people who have that information. The first step in building a network is to list the people you know.

RELATIVES

Include:

Father	Aunts	Uncles
Mother	Cousins	Brothers-in-law
Brothers	Grandfathers	Sisters-in-law
Sisters	Grandmothers	

(Also consider listing your spouse's, girl or boyfriend's relatives)
In the blank spaces below, begin listing those relatives.

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

FRIENDS AND ACQUAINTANCES

Continue listing those people you know in the following categories. Use extra paper if necessary.

Neighbors and Former Neighbors:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Co-Members of Clubs and Organizations:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Social Friends:

_____ _____ _____
_____ _____ _____
_____ _____ _____

People I Hear From at Christmas or Holiday Time:

_____ _____ _____
_____ _____ _____
_____ _____ _____

People I Have Helped or Who Have Helped Me:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Church Members, Leaders, Teachers:

_____ _____ _____

_____ _____ _____

_____ _____ _____

People I Went to School With:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Friends Who Enjoy the Same Hobbies or Sports:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Professionals That I Know

(Doctor, dentist, lawyer, banker, accountant, etc.)

_____ _____ _____

_____ _____ _____

_____ _____ _____

People I Know From Volunteer or Community Service Work:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Employers, Supervisors, Co-Workers, Customers, Vendors

_____ _____ _____

_____ _____ _____

_____ _____ _____

ORGANIZING YOUR NETWORK

Job Hunters often find it helpful to keep track of their network in an organized way. A network is meant to be "worked" in that you will be contacting these people more than once and they will be giving you information and names of others who can help you. Therefore, keeping this information in a notebook or card file will help you add new names, remember what kind of help you asked each person for, when you last contacted them, and what results you obtained.

Here is an example of what you can do using a 3 x 5 card.

NAME *Terry Jackson*

ADDRESS *109 Maple, Livonia MI 48103*

PHONE # (s) *Home: 489-7799 Work: 553-0003*

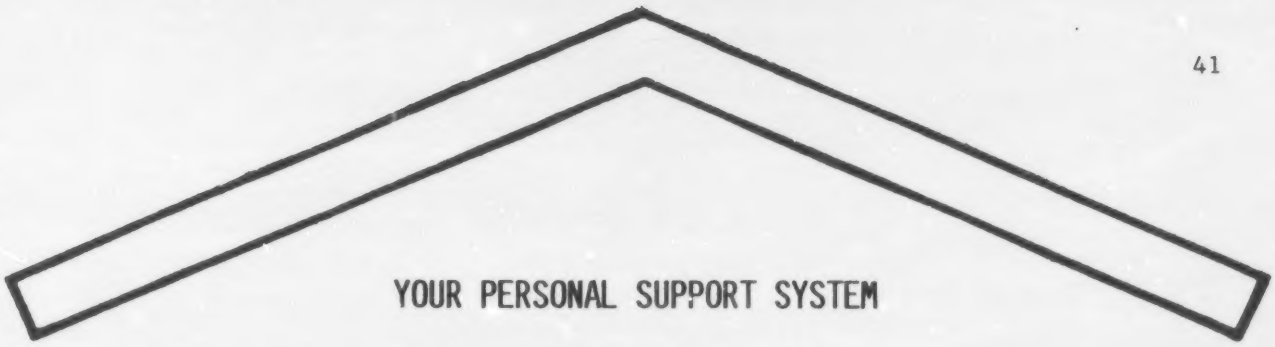
REFERRED BY: *Uncle Harry*

WHAT HELP REQUESTED *Names of people and places who are hiring in my field*

DATES CONTACTED *10/31; 11/2?*

RESULTS
John Smith, Personnel at M & M Mfg 582-0800
Chris Jones, AB - Computer 556-4950

Set up your own system, starting with the names you have already listed and adding new names and information as your network grows and develops.



YOUR PERSONAL SUPPORT SYSTEM

Being unemployed, changing jobs, and job hunting are difficult situations which often create stress for people. One way of making things easier is to find and use sources of support.

Below in the first column is a list of needs people often have while looking for work; in the second column the types of support which can meet that need are listed (people, organizations, places, information sources, etc.). The third column provides a place for you to fill in your own sources of support.

You may have some blanks, either because you haven't yet developed support in these areas or you don't have the need. Use extra paper to add different needs and supports if you wish.

NEED	TYPE OF SUPPORT	YOUR OWN SUPPORT
Feeling Positive About Yourself	People who like you and know what you can do	
Encouragement	People who expect you to succeed, can give you positive direction and have an optimistic outlook	
Information	People, books, resource materials that provide knowledge of job hunt techniques, jobs and employers	
Referrals	People, agencies in your area who know of help for laid-off or unemployed people (e.g. health care, family finances)	
Door-openers	People who are willing to make contacts for you	
Practical Help	People who will babysit, loan money, provide transportation, type a letter or resume	

LOCATING EMPLOYERS

In today's job market, a balance does not always exist between the supply and demand for jobs.

Often, when a job becomes available, an employer will not advertise it through the local newspaper or contact an employment agency.

Therefore, in order to find employers who may be hiring, you must learn to find what is known as "the hidden job market".

WHAT TO DO

1. Identify a specific occupation that you want.

2. List organizations that hire people for that occupation by using sources of information listed below.

3. Contact these potential employers to find out if they are hiring and/or taking applications.

WHERE TO LOOK

WRITTEN SOURCES OF INFORMATION

The Yellow Pages Very useful for identifying names, addresses, and phone numbers of potential employers in a variety of job areas.

The Occupational Outlook Handbook. Lists hundreds of job titles plus job descriptions, job settings, and sources of additional job information.

Thomas' Register of American Manufacturers. Contains company and product information on industrial manufacturers throughout the United States.

Standard and Poor's Register of Corporations, Directors, and Executives. Includes company and product information for approximately 10,000 U.S. and Canadian corporations. Also lists names of corporate executives.

The Local Newspaper. In addition to the want ads, other areas of the newspaper, such as the business section, may also be a good source of information regarding company expansion, job trends or potential job openings.

All of the above resources are usually available through the local library.

OTHER SOURCES OF INFORMATION

The Library. A good resource for a variety of written information. Ask the librarian for assistance.

Michigan Employment Security Commission (MESC). In addition to information about job openings, free handbooks are available, upon request, on resume writing, work seeking strategies, and interviewing skills.

College Placement Center. Offers a variety of job-finding assistance including resume writing, interviewing, and information on various companies and organizations throughout the United States. May also provide career counseling.

Job Placement Service - Local High School. 1)Assists young people in locating employers wanting to hire high school students/graduates for full or part-time work. 2)Some high schools have placement services for adults. Check with your local high school to see if they have this service.

Information Interview. Contacting employers for practical, realistic information can be an extremely valuable experience in your job hunt (see page 44).

Your Information Network. Friends, Relatives, and Former Co-workers and others. By developing these contacts, you will expand your people network system and get more information about possible employers (see page 37).

Following the "What to do" and Where to look" sections, locate potential employers in your own job area.

1. Name of Occupation: _____

2. List five to ten organizations which use people in that job.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

3. Contact these organizations. You may wish to use the telephone scripts provided on pages 54-57.

INFORMATION INTERVIEW

WHAT

An information interview is an interview with an employer or someone who does a job you think you might want. The purpose is to ask for information not a job.

WHY

The information interview can assist you in a variety of ways.

A. JOB INFORMATION: Talking with people about their jobs can provide a realistic description of what the jobs are "really" like. It allows you to ask questions and get first-hand information about what each person does on their job.

B. EXPANDING YOUR NETWORK OF CONTACTS: An information interview can be a chance to make some very helpful contacts. Often, people will suggest names of other contacts who can provide you with further information. Later people you have interviewed can be re-contacted about possible job openings.

C. REHEARSING YOUR INTERVIEW PLAN: An information interview is a good way of checking on and improving your interviewing skills. It allows you to present yourself in a non-pressured situation, to ask questions, look at how employees are dressed, find out what skills you need to do the job.

D. CAREER DEVELOPMENT: Talking with people about their careers can provide you with realistic, first hand information. You may wish to talk to people in several careers/jobs. This will give you more information and help you decide what job fits you best.

HOW

1. Identify the job/career that you wish to learn about.
2. Decide on the information you would like (use the form on the following page to assist you).
3. Select the person/organization that you will interview.
4. Make contact or set up an appointment in one of the following ways:
   A. Write a letter and follow-up with a telephone call.
   B. Contact by phone only.
   C. Contact in person (walk in).
5. Be prepared, arrive on time, and dress appropriately.
6. After the interview, follow up by sending a thank you letter.

See following page for suggested questions to ask.

QUESTIONS TO ASK

Job title: _____

Name of person/organization: _____

What kind of work is done in this job on a daily basis? _____

_____

_____

What education or training is necessary to get this job? _____

_____

What experience or skills are required? _____

_____

What are the opportunities for advancement or growth? _____

_____

What do you think will be happening to this job in the future? _____

_____

What are the satisfactions in this job? _____

_____

What are the headaches in this job? _____

_____

What is the salary range or hourly rate for this job? _____

_____

What are the hours worked? _____

What would you suggest I do to get a job like this? _____

_____

Are there other people/organizations I could talk to for further information?

_____

_____

NOTE: There may be more or different questions you want to ask. List them below.

1. _____

2. _____

WHY DO I WANT THIS JOB?

Let's say that you have decided to start your job hunt and already have identified the type of work to look for. Getting information about your area of work helps you to:

1. Focus on possible employers.
2. Handle interview questions more effectively (Why do you want this job?)
3. Know before you take the job that it will meet your:
   A. Financial needs - *Can I pay my bills?*
   B. Personal needs - *Will it be interesting to me?*
   C. Career needs - *Is this what I want to do 10 years from now? 20 years from now? If not, will it help me get to what I really want to do?*
4. Find out your chances for getting this kind of a job. How many openings? Where? Do I have enough experience? Education?

Use the following work sheet as a guide to filling in information about your line of work. If you have two or three job titles, do this for each and use extra paper. See the following page for where to find more information if you need it.

Job title: _____

Give a brief description of this job: _____

_____

_____

What is it that you like about this job? _____

_____

_____

How will it meet your needs (career and personal)? _____

_____

_____

Does this job fit your short term/long term goals? If so, how? _____

_____

_____

_____

What are my chances of success? _____

_____

Other information that I need to have: _____

_____

_____

Where do you find this information? Here are some resources.

WRITTEN

Dictionary of Occupational Titles. This book gives brief descriptions of approximately 20,000 individual job titles.

Library, public or college. Books on a variety of careers. Information on job hunting and organizations that hire people is also available.

Michigan Employment Security Commission (MESC). The Job Service division provides free booklets on labor market statistics (job trends), and has data banks that list current job openings.

Newspaper. A good source for current and localized information. Newspapers periodically feature articles on employment trends.

Occupational Outlook Handbook. This book offers facts and information on over 400 different careers.

IN-PERSON

Career Counselor. A trained professional who can provide information that can help people decide what job may be "best" for them.

Information Interview. (see page 44).

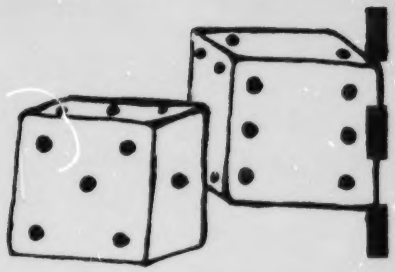
Michigan Employment Security Commission (MESC). Job Service counselors provide, free of charge, information regarding job descriptions, labor market trends, and current job openings.

COMPUTER

Discover II Computer Based Guidance System. Lists information on over 400 occupations. Also assists individuals in looking at their skills, interests, and values and matches them to corresponding careers.

Michigan Occupational Information System (MOIS). Similar to Discover II except that the information is localized to Michigan. Also, it is available both on computer and microfiche.

IS IT LUCK OR BEING CREATIVE



There are people who always seem to be able to find a job, even in hard times. Other people see them as lucky and that may be part of it. However, these people, in addition to using traditional job hunt approaches, have developed creative ways to find work. Here are some actual "true story" examples.

CHARLENE VOLUNTEERED HER TIME:

Charlene had a job working with disturbed children. She wanted to work in the computer field and had taken four computer classes at a community college. However, she knew that while there's a demand for experienced programmers, companies don't want to take a chance on someone with a few courses and no experience. She had a friend who already worked as a programmer and persuaded his company to let her volunteer her time in exchange for on-the-job training. Every afternoon and evening for six months, after her regular job, she worked as a volunteer programmer with "real" assignments and projects. At the end of six months, an opening came up and she was hired as a full-time, paid employee.

HENRY MADE THE ROUNDS AND DID "MOONLIGHTING":

Henry had been laid off and the only work he was able to get paid a lot less money than he needed. He was good at math. He picked an area within two miles from his home, filled out a pack of 3 x 5 cards with his name, address, phone number, the fact that he was looking for part time work and what he could do (skills in math). He dropped off a card at each business within the two mile area. Ten days later he again dropped off another card at each business. Five days later he was working as a part-time income tax preparer for an accounting firm. This job, in addition to his day-time work, gave him enough money to pay his expenses.

GEORGE FOUND AN INTERNSHIP:

George was an auto assembler and a part-time student at a community college taking business courses when he was put on temporary and then permanent layoff. After several months, he realized he would be getting close to the time when his unemployment benefits and SUB pay would run out. He decided he needed to find a way to earn some money. He took a class in school that included an internship. He found a placement at a local school district where he supervised students in co-op work sites. He was paid for his internship. At the end of the semester, the school system hired him in a full-time position to continue the work he had done as a student intern.

CAROLYN GOT AN IN-BETWEEN JOB:

Carolyn was a physical education teacher who because of a physical disability could no longer work in her chosen field. She decided she wanted to sell pharmaceuticals but all the companies she contacted said the same thing. "We can't hire you because you have no sales experience." She managed to find a job selling aspirin to drug stores. It was a job she didn't like but it had some advantages. 1) It gave her needed sales experience and 2) she could talk to many pharmacists and get inside information on sales representative jobs and pharmaceutical companies. She kept that job for seven months and then with sales experience and new information, got the job she originally wanted.

These are examples of people who used creative methods to get what they wanted. Do you have any ideas of other ways to get what you want? (You can ask other people to help you think of them.)

List additional possibilities below:

1. I could _____

_____

_____

_____

2. I might try _____

_____

_____

_____

3. It might work if I _____

_____

_____

_____

KEEPING TRACK OF JOB HUNT INFORMATION

In a very active job hunt, it is often necessary to keep dates, companies, people, interviews and follow-up information written down rather than trust your memory. Serious job hunters keep records in various ways. Here are two examples of how a record-keeping system can be set up - 1) a 4 x 6 card file with a card for each contact OR 2) a looseleaf notebook with several contacts listed on a page. You can use one of the following or adapt them to your own style or needs.

SAMPLE 1

NAME *ABC AUTO SALES*
ADDRESS *555 Main Street*
Pleasantville
PHONE *222-6666*

TYPE OF CONTACT: DATE:
( ) Telephone
( ) Application
(*x*) Resume 4/5
(*x*) Cover/sales letter 4/5

INFORMATION SOURCE: *John Smith (Mom's neighbor)*

KIND OF FOLLOW-UP DATE: CONTACT PERSON: *Chris Johnson*

Telephoned after resume sent (4/12)

DATE OF INTERVIEW: TIME: INTERVIEWER'S NAME:

INTERVIEW FOLLOW-UP:

( ) In person date:
( ) Telephoned date:
(*x*) Follow-up letter date: *4/13*

RESULTS:

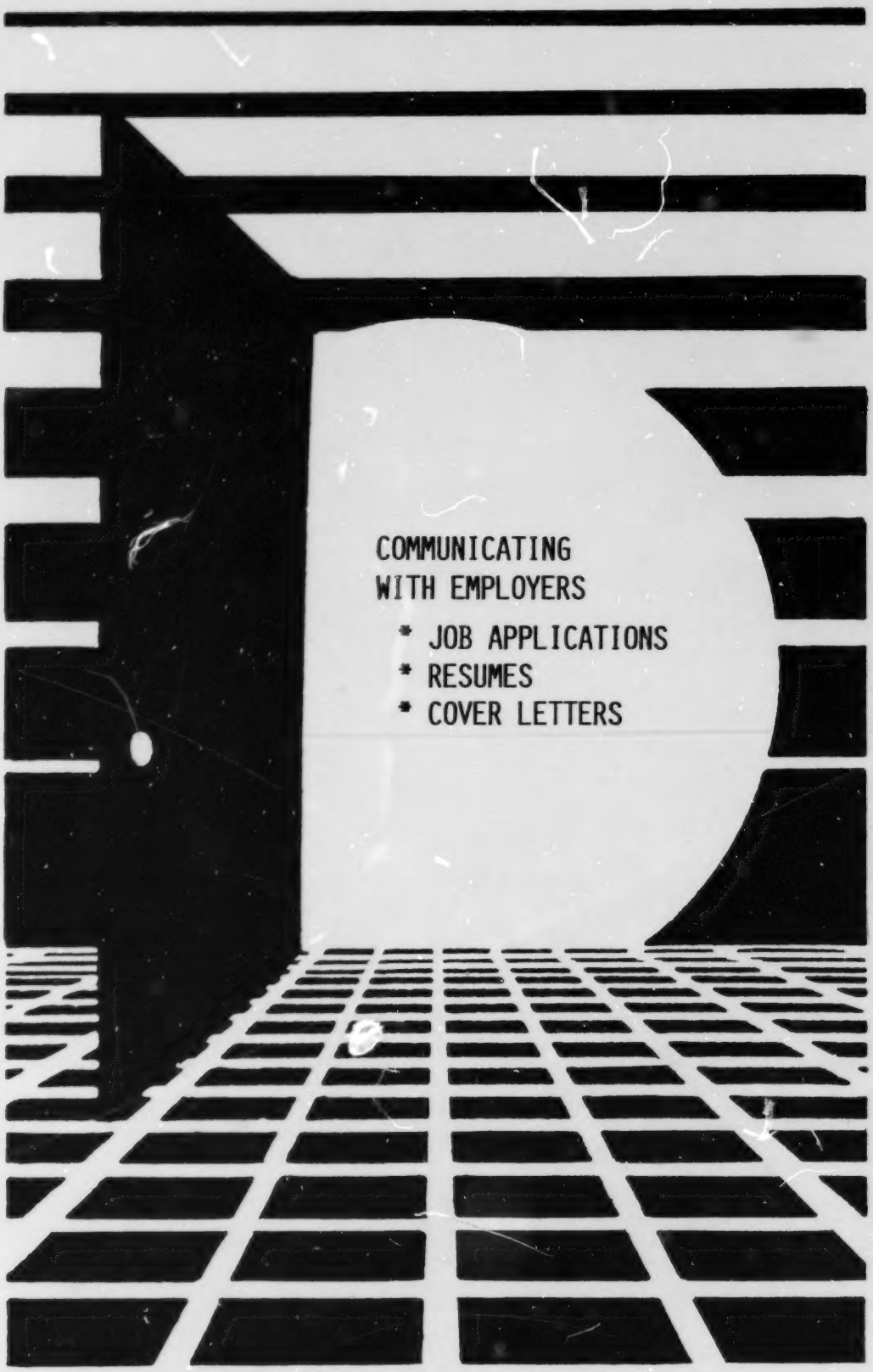
Interested - but no openings now -
Said to check back middle of May -

(If more room is needed use back of card)

SAMPLE 2 OR

NAME ADDRESS PHONE	INFORMATION SOURCE	CONTACT: TYPE DATE/NAME	FOLLOW-UP	INTERVIEW DATE/TIME PERSON	FOLLOW-UP	RESULTS
XYZ Products 256 Elm Northfield 48001 891-0056	Want Ad	Sent resume & cover letter. 4/5	Telephone 4/12	None		Not enough experience Need more electronic background
Northern Mfg. 888 Main Northfield 48001 891-8850	Yellow Pages	Telephone 4/12 4/15 Susan Smith	Filled out applic. 4/16	4/20 3:00 p.m. Jim Jackson	Sent letter 4/21	Second interview 4/30 9:00 Dana Dunn

NOTE: People also keep clippings of want-ads or job notices with the above data.


COMMUNICATING
WITH EMPLOYERS
* JOB APPLICATIONS
* RESUMES
* COVER LETTERS

ASSERTIVENESS TECHNIQUES

Assertive behavior is an honest, direct, and appropriate way of expressing your thoughts, feelings and opinions. It is standing up for yourself, and getting your needs met without violating the rights of others. Passive behavior is indirect, and avoids expression of your thoughts, feelings and opinions. It involves letting others violate your rights and not getting your needs met. Aggressive behavior is an unproductive way of standing up for yourself by violating the rights of others. Often, it involves insults, and put-downs.

Being assertive when job hunting will help you present yourself in a positive way.

Read the following situation and give your opinion of each of the responses.

You are in an interview. You feel you are able to do the job even though you don't have much work experience in this area. The interviewer says, "One of the things I'm concerned about is that you don't have enough experience for this job." You reply:

Passive Response:

"Gee, I suppose you're right. I really haven't worked with this kind of equipment before. I don't suppose you could give me a chance anyway?"

What do you think of this response?_____

_____

Aggressive Response:

"You people are all alike! How can I get this kind of experience if nobody will give me a job where I can learn it? I'm tired of hearing from people like you that I don't fit when I know I do."

What do you think of this response?_____

_____

Assertive Response:

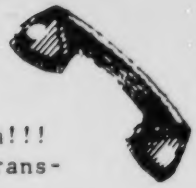
"Well, I haven't worked with this particular kind of equipment before but I worked with a very similar system a year ago. One of my abilities is learning new techniques very quickly and I know I can do this job."

What do you think of this response?_____

_____

Being assertive takes practice. It means standing up for yourself without putting-down others. The same techniques can be used when contacting people in your network, doing information interviews and telephoning employers.

TELEPHONE TECHNIQUES



The telephone can be an important tool to use in a job hunt campaign!!! It provides personal contact and can save the job hunter time and transportation costs. It's useful for:

- getting information about possible job openings
- asking for interviews or appointments
- contacting or expanding your information network
- telling employers about your skills, abilities, background

THE TECHNIQUES

There are several keys to using the telephone successfully. They are:

1. **G.N.A.P.**
   This word (GNAP) can serve as a reminder of the four things to say as you begin a telephone call.
   G - greeting, for example, "Hello" or "Good morning".
   N - name, for example, "I'm Dale Smith".
   A - affiliation, for example, "Pat Young suggested I call you" or "I am a student at Michigan Community College".
   P - purpose, for example, "I wondered if I could ask you a few questions".

2. **Polite persistence** - most job hunters give up too soon when meeting a "stopper" in a phone conversation. There are ways of getting around those blocks.

3. **Setting a goal for your call** - figuring out what you want to achieve in a phone call (information, an appointment, another contact) will keep you on track and help you be clear about the purpose of your call.

Notice in the following telephone conversation how the job hunter politely gets around possible blocks (printed in dark type) and works on reaching his goal - a 30 minute appointment with a potential employer.

PART 1: Telephoning the secretary with the goal of speaking to the employer:

"Mr. Smith's office."

"Good morning. This is Jim Brown. I'd like to speak with Mr. Smith, please."

"Yes, Mr. Brown, I'll connect you."
or
"Does he know you, Mr. Brown?"

"No, but tell him that Bill Jones of the XYZ company suggested that I speak with him. Is he available now?"

"Yes, Mr. Brown, I'll connect you."
or
"I'll have to see if he is available. Could you tell me the nature of your call?"

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"Yes, Mr. Jones suggested that I speak to Mr. Smith about setting up an appointment to see him some time soon. Would you see if I could speak with him now about that?"

"Yes, Mr. Brown, I'll connect you."
or
"Can someone else help you?"

"That might be possible, but I would like to speak with Mr. Smith. Before talking with someone else, I'd like to be able to tell Mr. Jones that I did speak with Mr. Smith. Would you see if it would be possible for me to talk with him now?"

"Yes, Mr. Brown, I'll connect you."
or
"Can he call you back?"

"It might be difficult since I am away from this phone most of the time. Is there a time when it would be best for me to call him?"

"Yes, late this afternoon."
or
I'm sorry, he's in a meeting now."

"Could you tell me when would be the best time to call him back to speak with him?"

"Yes, late this afternoon."
or
"May I help you?"

"What's your name""

"Mary"

"Well, Mary, I would really like to speak with Mr. Smith directly. Perhaps you could tell me when would be the best time to call him."

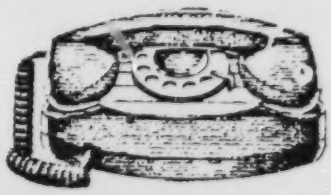
or (if all else fails, take this risk:)

"Well, Mary, I appreciate your offer. If you make appointments for Mr. Smith, could you schedule me for a half hour or so some day this week?"

PART II: Speaking with the Employer to set an appointment

"Good morning, Mr. Smith. This is Jim Brown. Bill Jones, of XYZ company suggested that I stop over to chat with you for a half hour or so some time soon. Do you have any time on your calendar this week?"

"Yes, how about Wednesday afternoon..."
or
"What do you want to see me about?"



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"Well, I'm currently exploring new jobs in industries such as yours, and Bill suggested that you would be an important person to talk to. Would you have some time on Wednesday or Thursday?"

"Yes, Wednesday afternoon..."
or
"What kind of background do you have?"

"I've recently completed courses in electronics and have a background in equipment repair. I'm looking for an opportunity which will use my old and new skills. I'd like to speak with you in person. How about Wednesday, do you have any time in the afternoon?"

"Yes, what time would you like to be here?"
or
"I really don't think I can help you."

"I'm not sure that you can, either. But Bill Jones spoke highly of your experience in this field, and told me you are the kind of person who might be willing to spend a half hour with me. Is there any time on your calendar this week?"

"Yes, how about Wednesday afternoon..."
or
"Maybe I could switch this call to Personnel."

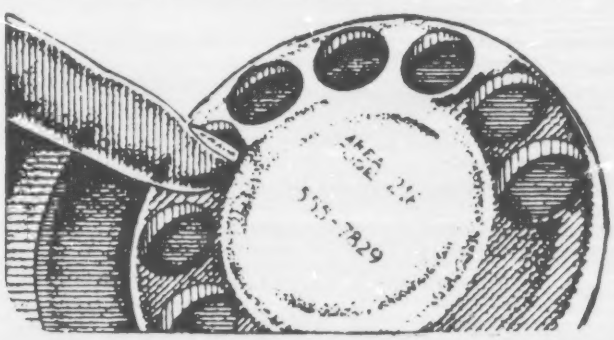
"I would be glad to talk to your Personnel Director about job opportunities within your organization, if it turns out that my skills could be helpful to you. But Bill suggested that you could be helpful to me by talking for a short while. I would appreciate some time at your earliest convenience."

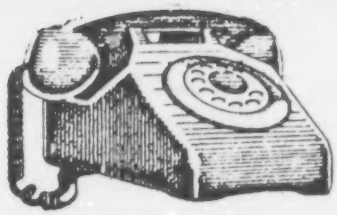
"Yes, Wednesday afternoon is okay..."
or
"Send in a resume."

"I'd be glad to do so, but it would be helpful to see you in person and talk. I'd be glad to set a date any time it might be convenient for you."

"Yes, Wednesday afternoon is okay..."
or
"I'm tied up this week." "I'm going out of town."

"I would be happy to set up a date any time you can make it."





PART III: Making a "cold" contact

The following script is an example of how a telephone conversation can be used to make a cold contact call to 1) find a job opening, 2) get leads to other job openings, and 3) market abilities and background. Notice that even if a job opening and interview isn't available, the caller comes away from the conversation with something valuable - a lead for another possible job.

"High Point Electronics."
"Hello, my name is Ilene Jacobs. I'd like to speak to the manager. What is his or her name?"
"It's Susan Alexander. Hold on, please."

"Hello. Susan Alexander. May I help you?"
"My name is Ilene Jacobs and I have experience in sales and a background in stereo and other electronic equipment. I'd like to come over and talk to you about any job opening you might have, now or in the future. Would you have any time today that would be convenient?"

"No, I'm sorry. It's been rather slow and I have no openings. I don't even think it would be worth your while to fill out an application."

"Well, would it be possible to come in and talk to you anyway? I'm really interested in selling equipment in a store that has the variety of inventory you have. I've been a customer of yours, so I know what you sell."

"I really appreciate you being our customer, but frankly I don't anticipate having any openings for a very long time."

"I see, and I appreciate your not wanting to waste my time. Could you tell me of any other similar stores that might be hiring, any suggestions where I might continue looking for a job?"

"Well, you might try the new place in the Parkside Mall. A friend of mine just opened a new store and might need somebody like you. It's a bigger store. Let me see, it's called Super Sound."

"Thank you very much, Ms. Alexander. Would you happen to have their telephone number? And who should I ask to talk to?"

"Hold on. I don't have the number handy but the person to talk to is Jim Bronson."

"Thank you very much. You've been a great deal of help to me. You won't mind if I mention your name when I talk to him, will you?"

"Sure, go ahead."

"One last thing, Ms. Alexander. I know you said you don't expect to have any openings, but just in case, can I check with you again in about 3 weeks?"

"Sure. I don't think we'll have anything, but I suppose you never can tell."

INFORMATION ABOUT YOU

Before writing a resume or filling out a job application it is useful to put together a list of necessary data. Please fill out the following. You may need to use extra paper. Most people will not have information to put in every category. Leave out the ones that don't apply to you.

WORK EXPERIENCE

Include the following information for all full-time, part-time positions, including internships and apprenticeships. Start with your last job or activity and work backwards in time.

Employer Name, Address and Phone

Position or Title

Dates Employed

Principle Job Responsibilities

Immediate Supervisor

Salary or Rate

Reason for Leaving

Achievements

EDUCATION

For elementary, junior high, high school, college, business or trade schools, correspondence, night or service schools list the following information:

Name and Location

Courses Specialized In

Dates attended (from_____ to _____)

Extra Curricular Activities

Degrees or Certifications

Licences Obtained

Honors, Awards, Scholarships

Also list any other training such as inservice or on-the-job training, or adult education courses.

MILITARY EXPERIENCE

Dates in Military

Rank at Discharge

Duties for Each Position

Branch of Service

Reserve Status/Present Classification

Honors or Achievements

HOME AND COMMUNITY WORK

Community Work

Name of Organization (s)

Position (s) Held

Duties and Responsibilities

Home

Activities you have done at home for self and family that show your abilities

MEMBERSHIPS IN WORK-RELATED ORGANIZATIONS OR TRADE ASSOCIATIONS

Name of Organization (s), Association (s)

Position (s) Held, if any

Duties and Responsibilities, if any

REFERENCES

List the names and address of at least four people who will give you a good reference. Should include people who can evaluate your work performance and can include those who can talk about your good character (personal strengths). These will not be printed on your resume, but will be needed for the application and/or interview. Make sure you contact these people and get their permission to be used as your reference. People sometimes prefer to be called either at home or at work, so ask which phone number they prefer to list.

1. Name _____

   Address _____
   number and street City State Zip

   Phone Number _____
   (include area code)

   Their position or Job Title _____

2.

3.

4.

60

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THE JOB APPLICATION
(A BAD EXAMPLE)

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There are many things wrong with the way this application has been filled out. Compare with the application on page 63 and list below as many mistakes as you can find.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

PERSONNEL QUALIFICATION RECORD

APPLICANT: Do not fill in diagonally lined (////) areas.

LAST NAME	FIRST NAME	MIDDLE NAME	NICKNAME (IF ANY)	SOCIAL SECURITY NO
Pat	Martin	Lewis		321 [illegible] 2100

HOME STREET, P.O. BOX ADDRESS	HOME ADDRESS ADDITIONAL INFORMATION	HOME CITY STATE
1235 1st St.	Livonia Mi 48150	

HOME ZIP CODE	CITY CODE	CNTY CD	ST AB	HOME TELEPHONE Area Code	IF NONE CHECK HERE ☐	BUSINESS TELEPHONE Area Code	MESSAGE TELEPHONE Area Code
				516-1201			

MAILING STREET ADDRESS (IF DIFF FROM HOME ADDR)	MAILING ADDRESS ADDITIONAL INFORMATION	MAILING CITY, STATE
Same		

MAILING ZIP CODE

POSITION OR GENERAL WORK AREA FOR WHICH YOU ARE APPLYING	EXPECTED ANNUAL SALARY	DATE AVAILABLE FOR EMPLOYMENT
anything	10.00 hr.	whenever

OTHER CAREER AREAS YOU WOULD CONSIDER: the best paying

WOULD YOU BE WILLING TO RELOCATE?	IF YES WHAT GEOGRAPHICAL PREFERENCES DO YOU HAVE?
YES ✓ NO	none

ARE THERE ANY GEOGRAPHICAL AREAS WHERE YOU CHOOSE NOT TO RELOCATE?	IF YES EXPLAIN
YES AREA ✓ NO	Don't want to move

ARE YOU AT LEAST THE MINIMUM AGE REQUIRED BY THE STATE IN WHICH YOU ARE SEEKING EMPLOYMENT?	ARE YOU A U.S. CITIZEN OR DO YOU POSSESS EITHER AN ALIEN REGISTRATION CARD (GREEN CARD - FORM AR 3A, I-151 OR I-551) OR AN EMPLOYMENT AUTHORIZED ARRIVAL-DEPARTURE RECORD (FORM I-94) OR A PASSPORT STAMPED EMPLOYMENT AUTHORIZED?
✓ YES ___ NO	✓ YES

ARE YOU A RELATIVE OF AN EMPLOYEE OF OUR COMPANY? ___ YES ✓ NO

IF YES ENTER RELATIVE'S NAME _____ RELATIONSHIP _____ POSITION _____

(Continued on next page)

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62

EDUCATION: HIGH SCHOOL, COLLEGE GRADUATE & OTHER SPECIALIZED TRAINING (REFER TO EDUCATIONAL LEVEL — MAJOR SUBJECT FIELD TABLE)

HIGHEST EDUCATION LEVEL DESCRIPTION	MAJOR SUBJECT OR FIELD OF STUDY	SCHOOL NAME		
a. a.	L. arts	D.C.C.		
SCHOOL STREET ADDRESS	**SCHOOL CITY STATE**	**SCHOOL ZIP CODE**	**FROM MO YR**	**TO MO YR**
Cooley Lk. road	Union Lake, Mi	?	-- 79	7 82
NEXT HIGHEST EDUCATION LEVEL DESCRIPTION	**MAJOR SUBJECT OR FIELD OF STUDY**	**SCHOOL NAME**		
Novi high	?	Novi high		
SCHOOL STREET ADDRESS	**SCHOOL CITY STATE**	**SCHOOL ZIP CODE**	**FROM MO YR**	**TO MO YR**
2nd St.	Novi, Mi.	48050	-- 76	12 79
SECOND HIGHEST EDUCATION LEVEL DESCRIPTION	**MAJOR SUBJECT OR FIELD OF STUDY**	**SCHOOL NAME**		
Jr. high →		Central		
SCHOOL STREET ADDRESS	**SCHOOL CITY STATE**	**SCHOOL ZIP CODE**	**FROM MO YR**	**TO MO YR**
3rd	Novi,		-- --	-- --
EDUCATION DATA (PERSONNEL USE ONLY)				

EXTRA CURRICULAR ACTIVITIES, HOBBIES, CIVIC ACTIVITIES (OMIT THOSE WHICH MIGHT INDICATE RACE, COLOR, SEX, RELIGION OR NATIONAL ORIGIN)

none

LICENSES AND QUALIFICATIONS (LIST ANY LICENSE AND OR QUALIFICATION HELD BY YOU ISSUED BY FEDERAL, STATE, LOCAL GOVERNMENT OR PROFESSIONAL ORGANIZATION)

LICENSE/QUALIFICATION DESCRIPTION	CODE	ISSUE DATE	EXP. DATE, IF ANY	ISSUING STATE/COUNTRY/AGENCY
license		-- --/--	--/--/--	Mi
		-- --/--	--/-- --	
		-- --/--	--/--/--	

PREVIOUS BUSINESS AND EMPLOYMENT EXPERIENCE

(PLEASE GIVE COMPLETE EMPLOYMENT RECORD INCLUDING TIME IN THE U.S. MILITARY SERVICE, IF ANY, FOR THE LAST FIVE YEARS, START WITH MOST RECENT EMPLOYER. FIRST ACCURACY IN DATES IS ESSENTIAL.)

NAME OF PRESENT OR LAST EMPLOYER:	STREET ADDRESS	CITY STATE	ZIP CODE	TELEPHONE
OK Dept Store	East St.	Westland, Mi		512-1700
TITLE	**DESCRIPTION OF DUTIES**	**SUPERVISOR'S NAME**		
clerk	sell things	Chris		
FROM MO YR / TO MO YR	**START SALARY**	**FINAL SALARY**	**REASON FOR LEAVING**	**MAY WE CONTACT CURRENT EMPLOYER? YES / NO**
-- -- / 6 84		140.00	company folded	
NAME OF EMPLOYER	**STREET ADDRESS**	**CITY STATE**	**ZIP CODE**	**TELEPHONE**
Bart Van dyst.	Oakland	Wayne, Mi	48002	Don't Have it
TITLE	**DESCRIPTION OF DUTIES**	**SUPERVISOR'S NAME**		
clerk	sell - do stock	Lynn B.		
FROM MO YR / TO MO YR	**START SALARY**	**FINAL SALARY**	**REASON FOR LEAVING**	
77 10 79	3.35 hr.	4.10	get a better paying job.	
NAME OF EMPLOYER	**STREET ADDRESS**	**CITY STATE**	**ZIP CODE**	**TELEPHONE**
Midnight Auto part	crooked Ln.	Plymouth, Mi		?
TITLE	**DESCRIPTION OF DUTIES**	**SUPERVISOR'S NAME**		
clerk	sell - stock things	Kim		
FROM MO YR / TO MO YR	**START SALARY**	**FINAL SALARY**	**REASON FOR LEAVING**	
-- -- / -- --	3.35	3.35	no business	
NAME OF EMPLOYER	**STREET ADDRESS**	**CITY STATE**	**ZIP CODE**	**TELEPHONE**
none				
TITLE	**DESCRIPTION OF DUTIES**	**SUPERVISOR'S NAME**		
FROM MO YR / TO MO YR	**START SALARY**	**FINAL SALARY**	**REASON FOR LEAVING**	
-- -- / -- --				

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THE JOB APPLICATION
(HERE'S HOW TO DO IT RIGHT)

1. READ and FOLLOW the DIRECTIONS. If the directions say print, print (don't write). If they say fill it out in ink, fill it out in ink (not pencil). Employers like an employee who can follow directions.

2. Fill the application out COMPLETELY. Avoid leaving blanks (if a question does not apply, use "N/A" in order to acknowledge it). In the eyes of the employer, you will seem unprepared or uninterested in the job if you cannot be complete. Also, the employer may wonder if you are trying to hide something. Get the information you need (employment and education history, dates, addresses, phone numbers, references, etc.) before you apply for the job.

3. NEATNESS COUNTS. If your application looks good, so do you. Spelling must be perfect. Avoid folding or staining the application. If being neat is a problem for you, take the application home and get help from someone who is qualified.

REMEMBER:

*Prepare and use an information sheet (page 58).

*Take an extra ink pen (blue or black ink) that works.

*Relax and take your time.

PERSONNEL QUALIFICATION RECORD

APPLICANT: Do not fill in diagonally lined (////) areas.

LAST NAME	FIRST NAME	MIDDLE NAME	NICKNAME (IF ANY)	SOCIAL SECURITY NO
Martin	Pat	Lewis	N/A	321 01 2100

HOME STREET, P.O. BOX ADDRESS	HOME ADDRESS ADDITIONAL INFORMATION	HOME CITY, STATE
1235 First Street	N/A	Livonia, MI

HOME ZIP CODE	CITY CODE	CNTY CD	ST AB	HOME TELEPHONE Area Code	IF NONE CHECK HERE ☐	BUSINESS TELEPHONE Area Code	MESSAGE TELEPHONE Area Code
48150				313 516-1201			313 610-0110

MAILING STREET ADDRESS (IF DIFF FROM HOME ADDR)	MAILING ADDRESS ADDITIONAL INFORMATION	MAILING CITY, STATE
N/A	N/A	N/A

MAIL ZIP CODE
N/A

POSITION OR GENERAL WORK AREA FOR WHICH YOU ARE APPLYING	EXPECTED ANNUAL SALARY	DATE AVAILABLE FOR EMPLOYMENT
Retail Sales	willing to discuss	immediately

OTHER CAREER AREAS YOU WOULD CONSIDER: Management

WOULD YOU BE WILLING TO RELOCATE?	IF YES, WHAT GEOGRAPHICAL PREFERENCES DO YOU HAVE?
✓ YES ___ NO	Southeast Michigan

ARE THERE ANY GEOGRAPHICAL AREAS WHERE YOU CHOOSE NOT TO RELOCATE?	IF YES, EXPLAIN
___ YES AREA ✓ NO	N/A

ARE YOU AT LEAST THE MINIMUM AGE REQUIRED BY THE STATE IN WHICH YOU ARE SEEKING EMPLOYMENT?	ARE YOU A U.S. CITIZEN OR DO YOU POSSESS EITHER AN ALIEN REGISTRATION CARD (GREEN CARD, FORM AR-3A, I-551 OR I-551 OR AN EMPLOYMENT AUTHORIZED, ARE VALID DEPARTURE RECORD FORM I-94 OR A PASSPORT STAMPED EMPLOYMENT AUTHORIZED?
✓ YES ___ NO	✓ YES ___ NO

ARE YOU A RELATIVE OF AN EMPLOYEE OF OUR COMPANY? ___ YES ✓ NO

IF YES, ENTER RELATIVE'S NAME _____ RELATIONSHIP _____ POSITION _____

BEST COPY AVAILABLE

64

EDUCATION: HIGH SCHOOL, COLLEGE GRADUATE & OTHER SPECIALIZED TRAINING (REFER TO EDUCATIONAL LEVEL — MAJOR SUBJECT FIELD TABLE)

HIGHEST EDUCATION LEVEL DESCRIPTION	MAJOR SUBJECT OR FIELD OF STUDY	SCHOOL NAME
A. A. Associate of Arts Degree	Liberal Arts	Oakland Community College

SCHOOL STREET ADDRESS	SCHOOL CITY STATE	SCHOOL ZIP CODE	FROM MO	FROM YR	TO MO	TO YR
7350 Cooley Lake Road	Union Lake, MI	48085	09	79	04	82

NEXT HIGHEST EDUCATION LEVEL DESCRIPTION	MAJOR SUBJECT OR FIELD OF STUDY	SCHOOL NAME
High School Diploma	General Studies	Novi High School

SCHOOL STREET ADDRESS	SCHOOL CITY STATE	SCHOOL ZIP CODE	FROM MO	FROM YR	TO MO	TO YR
1234 Second Street	Novi, MI	48050	09	76	06	79

SECOND HIGHEST EDUCATION LEVEL DESCRIPTION	MAJOR SUBJECT OR FIELD OF STUDY	SCHOOL NAME
Completion of Junior High School	General Studies	Central Junior High

SCHOOL STREET ADDRESS	SCHOOL CITY STATE	SCHOOL ZIP CODE	FROM MO	FROM YR	TO MO	TO YR
1200 Third Street	Novi, MI	48050	09	73	06	76

EDUCATION DATA (PERSONNEL USE ONLY) LVL CD | SCHOOL CD | SUBJ CD | LST YR | LVL CD | SCHOOL CD | SUBJ CD | LST YR | LVL CD | SUBJ CD | SUBJ CD | LST YR

EXTRA CURRICULAR ACTIVITIES, HOBBIES, CIVIC ACTIVITIES (OMIT THOSE WHICH MIGHT INDICATE RACE, COLOR, SEX, RELIGION OR NATIONAL ORIGIN)

Volunteer experience as a P.T.A. board member

LICENSES AND QUALIFICATIONS (LIST ANY LICENSE AND OR QUALIFICATION HELD BY YOU ISSUED BY FEDERAL, STATE, LOCAL GOVERNMENT OR PROFESSIONAL ORGANIZATION)

LICENSE/QUALIFICATION DESCRIPTION	CODE	ISSUE DATE	EXP. DATE, IF ANY	ISSUING STATE COUNTRY AGENCY	CD
Drivers license		06 01 78	12 01 85	Michigan	
		/ /	/ /		
		/ /	/ /		

PREVIOUS BUSINESS AND EMPLOYMENT EXPERIENCE

(PLEASE GIVE COMPLETE EMPLOMENT RECORD INCLUDING TIME IN THE U.S. MILITARY SERVICE IF ANY FOR THE LAST FIVE YEARS. START WITH MOST RECENT EMPLOYER FIRST. ACCURACY IN DATES IS ESSENTIAL)

NAME OF CURRENT (OR LAST EMPLOYER)	STREET ADDRESS	CITY STATE	ZIP CODE	TELEPHONE
J. K. Department Store	3411 East Street	Westland, MI	48185	512-1700

JOB TITLE	DESCRIPTION OF DUTIES	SUPERVISOR'S NAME
Retail Sales Clerk	Offer Customer assistance	Chris Smith

FROM MO	FROM YR	TO MO	TO YR	START SALARY	FINAL SALARY	REASON FOR LEAVING	MAY WE CONTACT CURRENT EMPLOYER
10	79	06	84	100.00 wk	140.00 wk	Company went out of business	X YES ☐ NO

NAME OF EMPLOYER	STREET ADDRESS	CITY STATE	ZIP CODE	TELEPHONE
Best Department Store	2150 Oakland Ave.	Wayne, MI	48002	216-1000

JOB TITLE	DESCRIPTION OF DUTIES	SUPERVISOR'S NAME
Retail Sales Clerk	Customer assistance/Stock	Lynn Brown

FROM MO	FROM YR	TO MO	TO YR	START SALARY	FINAL SALARY	REASON FOR LEAVING
08	77	10	79	3.35 hr.	4.10 hr.	Desired advancement

NAME OF EMPLOYER	STREET ADDRESS	CITY STATE	ZIP CODE	TELEPHONE
Midnight Auto Parts	34 Crooked lane	Plymouth, MI	48125	901-4200

JOB TITLE	DESCRIPTION OF DUTIES	SUPERVISOR'S NAME
Sales Clerk	Customer assistance/Stock	Kim Jones

FROM MO	FROM YR	TO MO	TO YR	START SALARY	FINAL SALARY	REASON FOR LEAVING
08	76	07	77	3.35 hr.	3.35 hr.	Slowdown in business

NAME OF EMPLOYER	STREET ADDRESS	CITY STATE	ZIP CODE	TELEPHONE
N/A	—	—	—	—

JOB TITLE	DESCRIPTION OF DUTIES	SUPERVISOR'S NAME
—	—	—

FROM MO	FROM YR	TO MO	TO YR	START SALARY	FINAL SALARY	REASON FOR LEAVING
				—	—	

WRITING YOUR RESUME

WHAT

A resume is basically a presentation of you on paper. It is a personalized summary of your skills, strengths, accomplishments, and background. It goes beyond the job application. It is a sales tool for you.

WHY

In today's competitive job market, more and more employers are asking for and expecting a resume. It is a chance to make a positive first impression on a potential employer. In other words, it is one more tool you have working for you to increase your chances for getting the job interview, and the job.

Letter-perfect

HOW

Perfectly. Include up-to-date information that is absolutely free of spelling and typing errors.

Length. One page is best. If necessary, two pages can be used.

Paper. Use a quality 8½ x 11 bond paper in white or cream.

Layout. Consider the order in which you will list your information. If, for example, your strength is work experience, not education, you will want to list work experience before education. Choose the layout that best fits you.

Type style. Use a clear, readable type style. Always use a fresh ink ribbon.

Duplication. You will want to have copies of your resume. Each copy must look like an original. Print shops can copy or typeset your resume.

Format. There are several styles and formats possible in preparing a resume (see examples on pages 68, 69, 70.)

The chronological format lists your work experience, job responsibilities, and accomplishments, by dates, beginning with the most recent. This style is most useful for those people who have a steady employment record and who are seeking work in the same type of job they have had in the past.

The functional format organizes work experience by skill areas. This type is best for those with gaps in their employment history, or who are changing careers, who wish to highlight skills. Leaving out dates in this format may also help those job seekers who are concerned about their age.

The combination format uses the best of both the above. It emphasizes your skills, abilities, and accomplishments, as in the functional approach, and also includes a brief work history with the names of organizations, dates, and job titles as in the chronological approach. Both the functional and combination formats can be used by those who are looking for work different from what they used to do.

THE EIGHT STEP PROCESS

1. Collect information. Write out information about your work experience, education and accomplishments. This includes names of organizations, addresses, and dates (see Information About You page 58.

2. Write detailed descriptions. Write a brief summary describing each of your work experiences, accomplishments, skills, and other related information. (see pages 9,10,12.) This should be clearly written, easy to understand and honest.

3. Condense. Consider that you have limited space on your resume. Therefore, select the information that relates particularly to the type of job that you are seeking and leave out information that does not match.

4. Choose a trial format. Consider a format that will best present you. Select from a chronological, functional, or combination format.

5. Write a rough draft. Organize your information, choose your format, and write your resume.

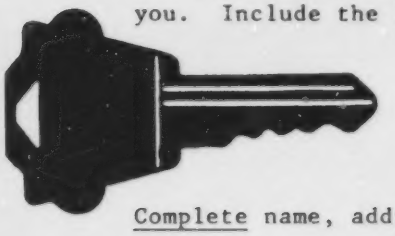
6. Look over your rough draft. Then get suggestions for improvement from a friend who has good spelling and English skills, an employer who routinely reads resumes, a career counselor or a former teacher. Remember, you want to impress potential employers. Be critical.

7. Rewrite. Make any necessary changes. Write your final draft.

8. Double check and duplicate. Type your final draft. Check it completely for mistakes of any kind. Remember, it must be perfect. Be thorough. Have copies duplicated.

KEY POINTS FOR YOUR RESUME

The key to preparing your resume is to custom fit it to best represent you. Include the following information.



IDENTIFICATION

Complete name, address, and telephone number (include zip code and area code).

CAREER OBJECTIVE (optional)

Listing a career objective suggests that you are a goal oriented person. Naming a specific career objective may limit the use of your resume. If you are considering several job alternatives, you may need several resumes or may wish to leave out the career objective. Very general objectives are not useful.

WORK EXPERIENCE

List your most recent work experience first, then continue to list others in that order. Include job title, name of organization, city, state, and dates of employment. Also, provide a brief summary of your duties and responsibilities.

RELATED ACHIEVEMENTS

Include additional training, volunteer work, related accomplishments, awards, etc., and other experiences. You may wish to give a brief description of each achievement.

EDUCATION

List your highest education first, then continue to list others in that order. If you have completed high school, listing grade school is not necessary. If you have a college degree or college credit, listing your high school is not necessary. Include name of institution, city, state, and date of completion if appropriate.

PERSONAL INFORMATION

Employers are divided about including personal data (height, weight, age, health, marital status). Most large companies insist it not be included and will not consider a resume that has it. Smaller companies seem to be more flexible. However, if you are considering including personal data, what you should ask yourself is..."Do I have a good reason for including it? Will it create a positive impression?" If not, leave it out.

REFERENCES

References should not be put directly on your resume. A statement such as Available Upon Request is appropriate. It is a good idea to have a prepared list of names, addresses, and telephone numbers of at least three references for the application or interview.

USING YOUR RESUME

1. After you fill out a job application, attach a copy of your resume to the application.

2. Give copies to people in your network.

3. Send a copy when responding to an advertised job opening. (always include a cover letter, see page 72).

4. Send a copy when inquiring about potential job openings. (always include a cover letter.)

5. When conducting a job interview, offer a copy to the interviewer.

CHRONOLOGICAL RESUME

LEE SMITH
456 North Main Street
Pleasantville, Michigan 48000
(313) 222-5555

OBJECTIVE: A position as mechanic in a small speed shop or foreign car garage where I can use my all-around mechanical ability, training and experience. Ambitious, willing to learn.

EMPLOYMENT HISTORY:

Uptown Garage 1980-1984
Union, Michigan

Mechanic Began working as assistant to the chief mechanic. After six months promoted to mechanic. Worked on all makes and models, domestic and foreign, tune-ups to engine overhaul.

Johnson's Garage 1978-1980
Pleasantville, Michigan

General Service Started with clean-up position, promoted to general service. Changed tires, mufflers and worked up to doing general tune-ups.

EDUCATION:

Grover Technical High School Graduated 1978
Pleasantville, Michigan
Auto Repair Program
Courses included: auto mechanics, welding, electrical, sheet metal, machine shop.

Activities: Track, elected captain - all metropolitan area cross country team. Maintained a B average while working 16 hours per week.

HOBBIES AND AWARDS: Stock car racing, automobile customizing. Rebuilt three automobiles from scratch. Winner of 1982 Detroit Auto Club Hot Rod of the Year Award.

REFERENCES: Excellent References Available Upon Request.

NOTE: This chronological style is a good choice. This person has a solid work record with no gaps, has shown progress in responsibilities and skills, and previous work matches the job target.

FUNCTIONAL RESUME

DANA DUNCAN
555 Maple Avenue
NORTHVIEW, MICHIGAN 48000
(616) 555-2222

OBJECTIVE: A position in sales using my successful sales experience and skills in leadership, planning, and effective communication.

SPECIAL SKILLS

SALES

- Able to identify customer's needs and match to product
- Skilled in persuading undecided customer to purchase product
- Successful in meeting and exceeding sales quotas
- Effectively supervised 10 sales personnel while substituting for Assistant Manager
- Consistently achieved "Highest Sales for Month" Award
- Effective in establishing good relationships with others - customers, supervisors, and co-workers

LEADERSHIP AND PLANNING

- Skilled in organizing committees, delegating work, chairing meetings, presenting ideas
- Able to successfully plan projects by organizing time, details, materials, and people
- Successful in setting and meeting goals

DATA AND DETAIL

- Able to keep detailed records and write reports
- Experienced in working within a budget
- Background in purchasing

EDUCATION

Grand Rapids Community College, 1982
Northview High School, Northview, Michigan

NOTE: Dana chose to use a functional style because of varied work background (paid and unpaid) in retail sales, homemaking, PTA committees, and equipment chairman of a parent run nursery school. See how the content in the resume summarizes work background and is focused toward the responsibilities of a sales job.

COMBINATION OR "ACCOMPLISHMENTS" RESUME

DALE E. WESTIN
30125 Northdale
Summertown, Michigan 48000
(313) 222-8888

OBJECTIVE

A position as Maintenance Supervisor where I can use my knowledge of equipment repair and preventive maintenance and my skills in planning and problem solving.

ACCOMPLISHMENTS

Maintained parts inventory to eliminate down time on machinery by checking failure frequency and cost.

Analyzed service problems and developed action plan to allow for repair and preventive maintenance.

Organized retail dry cleaning business. Established training program for maintenance personnel, improved work and delivery schedules.

Developed good communication between myself, the maintenance staff, and location supervisors.

Gained in-depth knowledge and hands-on repair capabilities of steam, plumbing, HVAC, electrical, general building maintenance.

EXPERIENCE

ABCO MOTOR COMPANY - Livonia, Michigan 1983-1984
Supervisor - Material Control

DRYCLEANING INDUSTRIES - Battle Creek, Michigan 1979-1983
Maintenance Manager

HIGH QUALITY DEPARTMENT STORES 1976-1979
Assistant Store Manager

WESTLAND MOTOR SALES 1975-1976
New Car Sales

EDUCATION

Westland Technical High School, 1974
ABCO Motor Company - Supervisory Training Program
In teen years, worked in family business, learned repair of wide variety of machinery and equipment

HOBBIES

Teaching rocketry to Adult Education Classes

NOTE: This style combines the advantages of the functional and chronological formats. It highlights abilities and achievements and provides a detailed work history.

WORDS FOR RESUMES AND COVER LETTERS

When writing a resume or cover letter and preparing for an interview, it is helpful to have a list of words to help you describe yourself and your skills and abilities.

The following list contains words for you to use to expand your thinking:

DESCRIBING YOURSELF IN TERMS OF SKILLS

O-ganizing of:	communication	coordinating	drafting
-people	-listening	administrating	typing
-things	-speaking	implementing	computing
-ideas	-writing	supervising	constructing
planning	-persuading	motivating	reading
adapting	-negotiating	buying	problem-solving
	-story-telling	selling	researching
	-counseling	editing	creating/initiating

ACTION WORDS

accelerate	eliminate	organize	revise
adapt	establish	originate	review
administer	evaluate	participate	schedule
analyze	expedite	perform	set up
approve	expand	plan	solve
coordinate	generate	pinpoint	structure
conceive	increase	program	streamline
conduct	influence	propose	supervise
complete	implement	prove	support
control	interpret	provide	teach
create	improve	recommend	train
delegate	launch	reduce	
develop	lead	reinforce	
demonstrate	lecture	reorganize	
direct	maintain	revamp	
effect	manage		
	motivate		

SELF DESCRIPTIVE WORDS

active	determined	independent	proficient
adaptable	diplomatic	logical	realistic
aggressive	disciplined	loyal	reliable
alert	discreet	mature	resourceful
ambitious	economical	methodical	respectful
analytical	efficient	objective	responsible
attentive	energetic	optimistic	self-reliant
broad-minded	enterprising	perceptive	sense of humor
conscientious	enthusiastic	personable	sincere
consistent	extroverted	pleasant	sophisticated
constructive	fair	positive	systematic
creative	forceful	practical	tactful
dependable	imaginative	productive	talented
			will travel
			will relocate

INTRODUCING... THE COVER LETTER

WHAT IS IT?

A business letter that is an additional opportunity to "sell" your abilities to an employer.

HOW CAN IT BE USED?

The cover letter can be:

1. Sent with the resume to highlight special abilities that aren't mentioned in the resume or emphasize how your skills match the job requirements.
2. Sent by itself to potential employers in a "letter campaign" when you are looking for possible job openings.

WHAT SHOULD IT LOOK LIKE?

Like your resume, a cover or "marketing" letter should:

1. Contain up-to-date information (no crossing out of changed phone numbers, address, etc.).
2. Have perfect spelling and be free of typing errors and obvious erasures.
3. Be typed on good quality bond paper.
4. Be centered on the page (not too high or low) and take up only one page.

WHAT INFORMATION SHOULD IT INCLUDE?

A cover letter should fit the job you are looking for (a letter highlighting secretarial skills is not appropriate for a sales position). The following is a suggested format:

1. Your name, address, phone number, date of letter.
2. Addressed to a specific person, if possible.
3. A "GRABBER" first sentence. Most employers are busy people. They don't have a lot of time to spend reading their mail. If a letter doesn't "grab" their interest right away, they probably won't bother to finish it. A "GRABBER" indicates you know something about this company or organization and how you can be of benefit to them. EXAMPLE: "Since your company received most of its profit from selling garden plants, I believe my training in the horticulture program at the vocational center will be of help to you."
4. A paragraph that highlights your experience, abilities, accomplishments that fit this possible job and will benefit this employer. SENTENCES LIKE: "I have excellent math skills....I have in-depth knowledge of equipment repair....I can type 70 words per minute... I increased sales by 30%...I coordinated a school fair".
5. A paragraph that includes any special training or personal strengths that you have that make you a valuable potential employee.
6. A final paragraph with a follow-up plan.

NOTE: (See next page for a sample cover letter using these ideas)

SAMPLE COVER LETTER

Name, address, phone	**DANA DUNCAN** **555 Maple Avenue** **Northview, Michigan 48000** **(616) 555-2222**
Date of letter	April 1, 1984
Addressed to a particular person	Chris Johnson Sales Manager ABC Auto Sales 1243 Main Street Northview, Michigan 48000

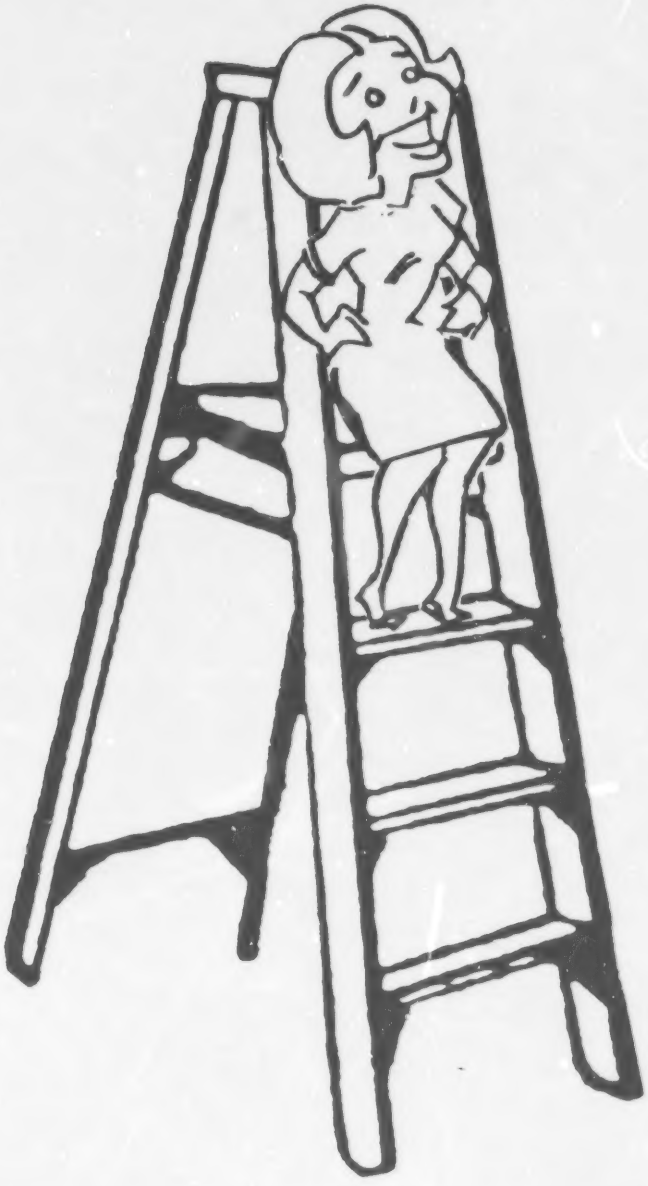
Dear Mr. Johnson:

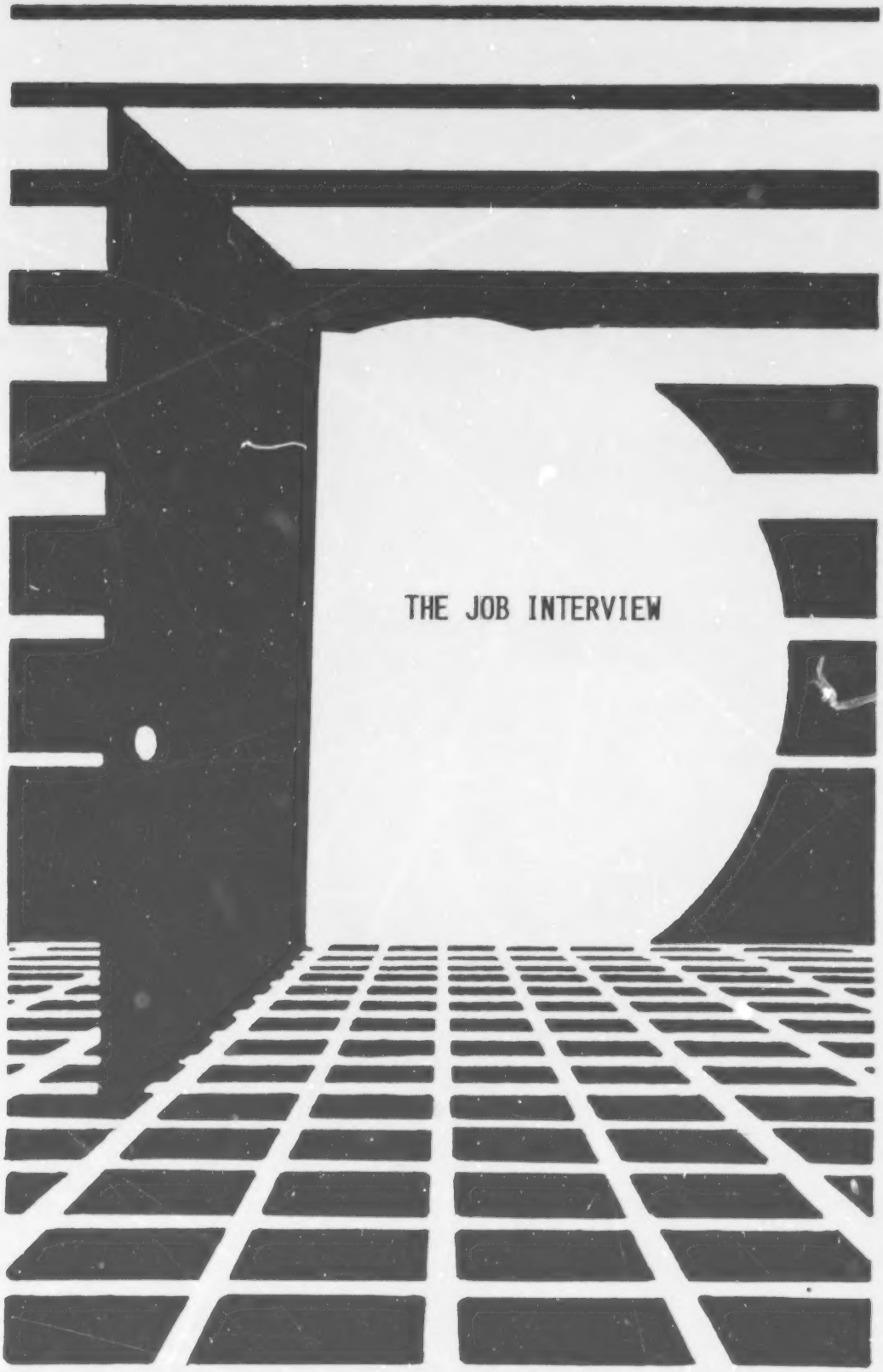
"Grabber" statement	I am sure that you are aware that more women than ever before are buying cars for themselves or for their families. I believe I can help you gain a larger share of this new sales market.
Experience and abilities	I am currently employed in a retail sales position in which I have substantially exceeded my sales quotas. I am able to explain technical ideas in everyday language and I understand women's needs in color-selection, style, comfort, economy and convenience.
Special strengths, awards, etc.	I have an excellent memory for inventory and options as well as being a highly motivated person who can quickly develop clientele and understands the successful use of determined follow-up. (As you will see on my attached resume), I have consistently won awards for "Highest Sales for Month".
Can be sent with/without Resume	
Follow-up plan	I will be calling you within one week so that we may discuss my additional qualifications and answer any questions you may have.

Sincerely yours,

Dana Duncan

Dana Duncan




THE JOB INTERVIEW

THE INTERVIEW - WHAT TO EXPECT

Most interviews are organized into predictable stages or steps. They are:

1 CASUAL CONVERSATION:

This stage includes shaking hands firmly, being offered a seat, comments about the weather, the interviewer's day, etc. A skilled interviewer will plan for a few minutes of conversation to set you at ease. If you want to also bring up a topic of your own, you may find a clue in the interviewer's office or work area - pictures, trophies, awards. These are often clues to the interviewer's interests and you may want to comment on these. Remember to keep these comments brief, however. The next stage will be coming up quickly.

2 DOWN TO BUSINESS:

The purpose of the interview is the exchange of information about the job and hiring organization, your skills, experience, personality. You can expect the following:

A. Interviewer will briefly discuss the job and the company or organization. Listen carefully and think about how you can fit in and help them.

B. You will be asked questions about your skills, abilities, experience, strengths, education and training, work history, (see pages 82 - 84 in this guide for help in preparing for this part).

C. You may also be asking your own questions during this part. Questions about the job itself, the company or organization, questions to clarify what the interviewer has said are appropriate. Save questions about salary or pay rate, fringe benefits, opportunities for advancement (the "what do I get" questions) for later (see "Turning Point"). Remember, at this point you are selling what you can do for the employer, (see page 85).

3 THE TURNING POINT:

At some point during the exchange of information you and the interviewer will be coming to some conclusions. You will decide whether this job sounds like a good fit for you and the interviewer will be deciding whether you are a good candidate for the job. When you sense the interview is coming to a close, to improve your chances and get some clue as to how you stand, a technique you can use is the "HOOK".

THE HOOK

Most job applicants can't wait for an interview to be over because they're so nervous. As a result, they often fail to deal with some unanswered questions or doubts that the interviewer may have.

The "HOOK" is nothing more than a type of combined statement/question that gets the interviewer to speak up about how you're doing. It sounds like this:

APPLICANT: "Well, I've tried to answer your questions by telling you some facts about my training and experience. Can you tell me if there are any questions or doubts you still have?"

If the interviewer is satisfied, that's fine, but if she or he does come up with something you have an opportunity to set things straight.

INTERVIEWER: "Well, I guess I was wondering why you have been unemployed for nine months."

APPLICANT: "That's certainly a good question. It took me a few months to realize I wasn't going to be called back to my old job and then I wanted to take some time to carefully consider what other type of job I would like and could be good at. The job you have sounds like it fits what I'm looking for."

(Try practicing your own version of the HOOK)

BACK TO THE TURNING POINT (STEP 3)

There are several possibilities of what may happen during the turning point step. They are:

<u>The interviewer may decide you're not right for the job</u>.

You:
1. Ask if there might be another position for which you would be better suited.
2. Ask for names of other employers he/she might suggest you contact.
3. Send a follow-up letter (see example page 94).

<u>The interviewer may want you to have a second interview with the on-line or department supervisor.</u>

You:
1. Set up the appointment.
2. Prepare as thoroughly for the second interview as you did for the first. (Don't assume the information will be passed on to the second interviewer. You may have to answer the same questions.)
3. Send a follow-up letter to the first interviewer.

The interviewer says he or she has other applicants to interview.

YOU:
1. Politely ask for a date when he/she thinks the final decision will be made ans ask if you may call them on that date.
2. Send a follow-up letter.
3. Continue to job-hunt while you wait.

The interviewer offers you a job.

YOU:
1. Ask now about pay rate or salary, fringe benefits, advancement and any other questions you need answers to, so that you can decide whether you will accept the job.
2. If satisfied, a) accept the job or b) ask for a short time to think it over.

4 FOLLOW-UP, FOLLOW-UP, FOLLOW-UP

Write your follow-up letter. It's another opportunity for you to sell yourself, demonstrate that you really want this job. (See samples on page 94)

Often someone is hired who doesn't work out. If you were a top contender for a job but didn't get it, check back in six weeks to two months. The job may be open again or there may be some other opening.

5 HOW AM I DOING?

Interviewing is like learning to play the piano. The more you practice, the more skilled you get. To help you get the most out of the practice, ask yourself the following questions after the interview:

A. What did I do and say in this interview that I liked?

B. What did I do and say in this interview that I didn't like?

C. What might I do and say differently next time?

INTERVIEWING DO'S AND DON'T'S

Your actions, words and attitudes often influence the way other people think about you. What you do or don't do in the interview can make the difference in getting the job.

The following list of tips offers common sense guidelines for the interview and can also be used in other parts of your job search.

DO'S

1. DO arrive 10-15 minutes early to use the restroom, find offices, allow for any unexpected traffic problems, and to RELAX!

2. DO get a good night's sleep the night before so you will be mentally alert for the interview.

3. DO express enthusiasm. Smile and offer a firm handshake upon meeting the interviewer or other staff; speak clearly and directly, and vary the tone of your voice.

4. DO remember and correctly pronounce the names of people you meet (or are speaking with over the phone).

5. DO use "please" and "thank you" when appropriate. This courtesy should be extended also to your network and anyone else involved in your job search.

6. DO answer interview questions completely.

7. DO sit up straight, maintain good eye contact, lean slightly forward in your chair. Show a sincere and polite interest in the job as well as in the interviewer.

8. DO dress appropriately and appear well-groomed. (see pages 88, 92)

9. DO practice answering difficult, illegal or "too personal" questions. (see pages 82, 83, 84)

10. DO come alone - Don't bring a relative or friend.

11. DO get information about the company/organization ahead of time. (see page 86)

12. DO sell your qualifications rather than your need for the job.

13. DO treat secretaries and receptionists politely - they are important allies.

14. DO have some money with you. You may need to make a phone call or buy some coffee.

15. DO listen to the interviewer. This will avoid asking questions that have already been covered. Also, take time to clarify any questions you are asked that you don't understand.

16. DO indicate your interest in the job by saying, "I hope you will consider me for this job", or "I am very interested in this position because...".

17. DO thank the interviewer when the interview is over.

18. DO jot down your impressions (after you leave) of the interview and what you might do differently next time.

19. DO follow-up the interview with a phone call or letter.

20. DO ask questions in the interview. (see page 85)

DON'T'S

20. DON'T forget to bring an extra resume and list of references.

21. DON'T ask questions only about pay and benefits.

22. DON'T act as if you have to have this job no matter what.

23. DON'T interrupt. If you have questions or need clarification, wait for a logical break in the conversation to speak.

24. DON'T bring up personal matters (personal problems, financial matters, health issues). Focus on your qualifications for the job.

25. DON'T criticize former employers or co-workers.

26. DON'T give petty excuses such as: "The work was too hard"; "The people I worked with were not nice".

27. DON'T be unaware of the effect you are having on the interviewer.

28. DON'T chew gum, smoke, play with your hair, or constantly adjust your clothes. These actions are a definite distraction.

29. DON'T read any papers or handle any item on the interview's desk.

30. DON'T bring anything bulky to the interview such as books, shopping bags, or overly large briefcases. A small notebook and pen, for note-taking, is acceptable.

PRACTICING INTERVIEW QUESTIONS AND ANSWERS

Many employers ask standard questions in an interview. Some of these questions are listed below. An important part of preparing yourself for a successful interview is to practice answering questions with friends or a group of people who can help you think of good answers, tell you honestly how you look and sound as you give your responses, and give you suggestions on improving your interviewing skills.

Make each practice interview as real as possible. All interviews start with a handshake and greeting. Pick a certain kind of employer so that your practice interviewer can ask specific questions. Use proper manners. Your answers should show that you are dependable and punctual and should indicate your related skills and interests. Be sure that the last question your practice interviewer asks is "Do you have any questions"?

QUESTIONS JOB INTERVIEWERS FREQUENTLY ASK

1. Tell me something about yourself.
2. Tell me about the work you've been doing.
3. What is your strongest asset? How have you used it?
4. Do you prefer working with others or alone?
5. Are you familiar with the details of the job?
6. Why are you interested in ABC Organization?
7. Why did you leave your last job?
8. What is the minimum salary you will accept?
9. How is your health? Do you have any problems?
10. What are your future vocational plans?
11. In what kinds of positions are you most interested?
12. Give an accurate description of you.
13. Why do you think you might like to work for our company?
14. What jobs have you held? How were they obtained? Why did you leave?
15. What do you know about our company?
16. What qualifications do you have that make you feel that you will be successful in this job?
17. What are your ideas on salary?
18. Why do you think you would like this particular type of job?
19. What kind of boss do you prefer?

20. How did previous employers treat you?

21. What have you learned from some of the jobs you have held?

22. Do you like routine work?

23. Do you prefer regular hours?

24. What is your major weakness?

25. What jobs have you enjoyed the most? The least? Why?

26. How often have you been absent from work?

27. What are your special abilities? Give me examples when you have used these abilities.

28. What job in our company do you want to work toward?

29. What kind of work interests you?

30. How about overtime work?

31. What have you done which shows initiative and willingness to work?

32. What have you learned from your previous work experience?

33. What are the most important considerations for you in choosing a job?

34. What do you see yourself doing five years from now? Ten years from now? What are your long-range goals?

35. Were you ever fired from a job? Did you ever quit a job? Why?

36. Why should I hire you?

37. Could you explain this gap in your work history?

38. Do you have any questions?

YOUR DIFFICULT QUESTIONS

This is the place to add extra questions you think will be difficult for you to answer. People often need extra practice on questions that concern their own "sensitive" areas. A clue to identifying these might be to think of all the ones you hope the interviewer will never ask. Fill in your own list of difficult questions and practice answering them.

1.

2.

3.

4.

5.

ILLEGAL QUESTIONS

Interview questions should deal with job-related information only.

Sometimes, however, an interviewer will ask a question which you believe is not directly job-related. If the question deals with any of the following areas, it is generally felt to be "illegal".

AGE:
- "How old are you/Aren't you too young for this?"
- "Why are you getting into the job market so late?"

("Are you 18 years of age?" is a legal question if used to determine if applicant is of legal age.)

MARITAL STATUS:
- "Are you married?/Why aren't you married?"
- "Are you living with your boyfriend/girlfriend?"

DEPENDENTS:
- "Do you plan to have children?/Do you have any children?"

PERSONAL:
- "Do you drink/smoke?"
- "What are your sexual preferences?"
- "Do you attend church regularly?"

VALUES:
"How do you feel about abortion? ERA?...birth control?"

PHYSICAL CHARACTERISTICS:
- "How much do you weigh?/How tall are you?"
- "Do you have a picture we could place in your file?"

RACE/NATIONAL ORIGIN/GENDER:
- "How do you feel about working with the opposite sex/members of another race?"
- "Where were you/your parents born?"

FINANCIAL:
- "Do you get alimony/child support/pension?"
- "Are you in debt?"
- "Do you own your home?"

ARREST RECORD:
- "Have you ever been arrested?"
- ("Have you ever been convicted of a crime"? is a legal question.)

HEALTH:
- "Do you have a disability or handicap?"

("Do you have a physical, mental, or medical impairment that will interfere with doing the job?" is a legal question.)

TOKENISM:
- "Don't worry about your skills."
- "We want a woman/man."
- "Too bad you aren't black/chicano/Indian."

Identifying these "illegal" questions will help you respond to them. There are many choices in between a) answering the question fully and b) flatly refusing to answer. See some examples below:

EXAMPLE #1:
Q: "How old are your children?
A: "I assume you are concerned about my attendance. In my last job I missed less work than any other member of the staff.

EXAMPLE: #2:
Q: "Do you drink?"
A: "I do not think that question is related to my qualifications for this job."

QUESTIONS TO ASK THE INTERVIEWER

During the first part of the interview, you will probably be answering questions. However, toward the end of the interview you'll have a chance to ask some of your own. It's important to have questions to ask because...

1. Most interviewers expect you to ask them.
2. Asking questions shows you are interested in the job.
3. Asking questions will give you a chance to find out if this is a good job for you to take.

ASK QUESTIONS ABOUT JOB CONTENT:

"Would you mind describing the duties of the job for me, please?"

"Is there any particular problem on the job that I should know about?"

"What do you expect from the person who holds this job'"

"What are the most important results you would like to see me produce?"

ASK QUESTIONS TO BETTER UNDERSTAND INTERVIEWER QUESTIONS:

"I'm sorry, I didn't hear you clearly. Would you please repeat the question?"

"I'm not sure I understand what you're asking, could you re-state the question?"

ASK QUESTIONS TO BETTER UNDERSTAND INTERVIEWER STATEMENTS:

"You mentioned some overtime is involved. Would you please tell me, if you can, how much and when it occurs?"

"You said this department is being reviewed. Does that mean there's a chance it may be eliminated?"

PAY AND FRINGE BENEFITS:

Don't ask about pay or benefits unless the interviewer brings up the subject or you have a job offer. An applicant who asks questions only about money issues before an offer is made, appears to be interested only in money and not in doing the job. If you must ask questions about pay, fringe benefits, or promotions, combine the question with a statement that shows your interest in the job and organization.

> "I applied for this job because I felt your organization could use someone with my skills and abilities. 1) Could you tell me if the company offers a chance for promotion to people who show they can work well?" 2) Would you mind telling me the pay range the company has in mind for this job?"

List below some questions you might ask the interviewer. What do you need to know to make a decision about whether you want to take this job?

1.

2.

3.

4.

RESEARCHING AN ORGANIZATION AND POSITION

Employers want to hire a person who knows something about the organization any why they want to work there. If you can show that during an interview, you have an advantage over the person who can't.

Finding information about an organization and position better prepares you for your job interview. It can provide the necessary information for planning your interview, and help you in answering the following questions:

QUESTION #1

Why should we hire you for this job?

Researching the organization and job will prepare you in matching your technical skills, transferable skills, and personal strengths to that specific position. For example: "I know you want a person who can write well. My experience as a reporter for the school newspaper has shown me that I can write quickly and well."

QUESTION #2.

Why do you want a position with this organization?

Knowing how an organization works, its products, and/or services, better prepares you to tell why you want to work there, and also gives you clues into the type of employee they want. For example: "Due to its high standards, your organization has a reputation for producing high quality products. I believe that I have the dedication as an employee to maintain this standard, and grow along with this organization."

QUESTION #3

Do you have any questions?

If you have done your research, you will be ready to ask questions that show your understanding of, and interest in the organization and position. For example: "In recent years, you have experienced much growth. How do you see this growth continuing?

PROCESS

1. List the information that you request.

2. Review various sources of information. This may include Thomas' and and/or Standard and Poor's registers, the library, etc., (see page 42).

3. Telephone or write the organization for additional information. Many organizations have their own newsletters, or annual reports, or will give you information over the telephone.

In addition to helping you interview well, your research will show the interviewer that you are interested in the organization and position, and have invested considerable time doing your homework.

CLEAR-CUT FACTS AND CONVINCING STATEMENTS

How to use in the interview

A FACT IS A LOT BETTER THAN A POSSIBILITY!

One employer offers you "an excellent salary". A second employer offers you "$17,500 a year to start". Which offer do you take? The second one, of course. Why? You choose the second because "excellent salary" is a vague possibility and $17,500 is an actual fact.

The same thing is true of an interviewer. He or she is more likely to be convinced by clear cut facts than general statements.

EXAMPLES OF VAGUE AND FACTUAL PHRASES

Vague	Factual
"Punctual"	"Late only twice in two years"
"Good attendance record"	"Missed only 3 days work in 18 months"
"Work hard"	"All projects completed on time"

CONVINCING STATEMENTS are sentences which contain concrete facts. It's the facts that make them believable. The following are examples of less and more convincing statements.

Less Convincing	More Convincing
"She liked my work."	"My current supervisor complimented me three times on the project I did."
"I did well on my last job."	"All my evaluations have mentioned the high quality of my work."
"I'm good at working with peopie."	"No matter how difficult the situation, I am pleasant and courteous when dealing with the public."
"I can organize things."	"I am good at organizing my time so that the most important work gets done first."

YOUR TURN

Write down a general descriptive statement about you and turn it into a convincing statement with clear-cut facts.

General Statement

_____

Convincing Statement

_____

_____

"WHAT SHALL I WEAR TO THE INTERVIEW?"

Since you are competing with other people for available jobs, it is important to do as many things right as you can. Interviewers stress the importance of a "neat and clean" appearance. This means:

CLOTHES

- clean and pressed
- free of spots, stains, and odors
- conservative in color and without a lot of patterns
- appropriate to the job you are applying for:

WHAT DOES APPROPRIATE MEAN???

For an Office Job	
Men	Women
Suit	Suit
Slacks and sport jacket	Skirt or dress with jacket
Dress shirt and conservative tie	Business-like dress
For a job in which you will work outside, in a plant or service department	
Slacks and shirt (not a T shirt) (a tie may be an option with a dress shirt)	Skirt or slacks Conservative blouse (jacket optional)

SHOES

- clean and polished
- conservative in style
- if tied with laces, no knots in laces

JEWELRY

- limited in quantity (1 or 2 rings, not 4 or 5)
- conservative (avoid large flashy items, long dangle earrings)
- quiet (clinking bracelets are a distraction)
- appropriate (evening jewelry is not proper)

MAKEUP

- limited in quantity (heavy makeup is not proper for an interview - try for a "natural" look with your make-up)

YOU

- freshly bathed or showered
- teeth brushed
- clean hands, with clean and trimmed fingernails
- hair washed, neat and trimmed, not hanging in your face or over your eyes

NOTE:

You may not like or agree with the above suggestions. They may not fit your "style" or the way you prefer to present yourself. However, we talked to many personnel managers and other people who interview and hire applicants. The above ideas are what they said were important when they decided whether to hire someone or not. There are many books, magazine and newspaper articles that have been written about what to wear for an interview. For additional information, see Personal Appearance Checklist, page 92 and the reference list, page 103 in this guide.

YOUR "BODY LANGUAGE" CAN WORK FOR YOU

Did you ever wonder when you were growing up how your mother or father almost always knew you were't telling the truth? Most likely, it was your "body language" that gave you away - your tone of voice, the expression on your face, what you did with your hands, eyes, or body posture.

You can use your body language to create a favorable impression in the interview. The interviewer assumes that the way you handle yourself in the interview will be how you handle the job. So your goal is to convince the interviewer that you are interested, alert, enthused about the job, and eager to work.

Here's how you do it:

Sit up straight and lean slightly forward in your seat. Like the TV watcher caught up in an interesting program, this shows the interviewer you're interested and alert.

Smile. An occasional smile indicates you are cheerful, friendly and can be cooperative.

Make frequent eye contact. Every time you look directly at someone it's like telling them "I'm right here with you. I understand what you're saying. I am confident about what I'm saying."

Pay attention to your voice level. Keep your voice loud enough so that you can be easily heard. A strong voice indicates confidence. On the other hand, you don't want to speak so loudly the interviewer feels attacked by sound. Use a tape recorder if you're not sure how you sound.

Face the interviewer squarely. Whenever you turn your body away, the interviewer may see this as saying "I'm turned off...I'm not paying attention."

Nod your head occasionally while the interviewer is speaking. This indicates "I understand what you're saying...I'm paying attention."

Get rid of nervous habits. Smoking, gum chewing, looking at the clock, tapping your fingers, shuffling your feet, constantly looking around the room - these are signs that you're not paying attention, not interested in the job or the interviewer.

NOTE: When you practice your interview questions and answers, ask whoever is playing the part of the interviewer or a third person to pay attention to these body cues and tell you which ones you need to improve.

BODY LANGUAGE CUES I NEED TO IMPROVE ARE:

_____ _____

_____ _____

DEVELOPING AN INTERVIEW PLAN

Congratulations! You have an interview! The amount of complete preparation you do before the interview will determine how successful you are in the actual interview.

Not all interviewers are skilled or trained in interviewing job applicants. Therefore, when an interviewer doesn't ask the "right" questions to help you talk about your accomplishments, special skills or background, you may have to take control of the interview to get your points across. Developing your plan for the interview will help you do this.

Fill out the following worksheet to help you prepare thoroughly and develop your plan.

NAME OF COMPANY:
ADDRESS:
PHONE NUMBER:
NAME OF INTERVIEWER:
TIME OF INTERVIEW:

LOCATION OF INTERVIEW:
HOW LONG WILL IT TAKE ME TO GET THERE?
(Take into account parking, finding building, room, public transportation schedules, location of stops if needed)

List of my **TECHNICAL SKILLS*** that will be used in this job:	Specific instances where I have used these skills in the past:
1.	1.
2.	2.
3.	3.
4.	4.

List of my **PORTABLE SKILLS*** that will be used in this job:	Specific instances where I have used these skills in the past:
1.	1.
2.	2.
3.	3.
4.	4.

List of my **PERSONAL STRENGTHS*** that make me a valuable employee (such as being dependable, punctual, enthusiastic, able to work with others, etc.):

1.	4.
2.	5.
3.	6.

* REFER to pages 10, 11, 12 in guide for information to help you identify these items.

**SPECIAL ACCOMPLISHMENTS

*Projects

*Promotions

*Raises

*Praise that I want to highlight in this interview:

DIFFICULT QUESTIONS
I may be asked in this interview

MY ANSWERS to
practice ahead of time

1. 1.
2. 2.
3. 3.
4. 4.
5. 5.

THREE GOOD REASONS WHY I WANT TO WORK FOR_____

1.
2.
3.

$$$What SALARY OR RATE$$$ is paid for this job and what is the minimum salary/rate I require for my financial obligations?

WHAT DOES THIS ORGANIZATION NEED THAT I CAN PROVIDE?
In gathering information about this employer, what do I want to remember for this interview?

PERSONAL APPEARANCE CHECKLIST

BEFORE MY INTERVIEW I NEED TO:

_____get a haircut

_____shine my shoes

_____buy a new_____

_____check my makeup

_____clean/press my clothes

_____trim or remove beard/mustache

_____buy a new or extra pair of stockings

_____groom hands and nails

_____shower and use a more-than-usual amount of deodorant

_____use a minimum of perfume/after shave or not use any at all

_____brush my teeth

I WILL WEAR MY _____suit/dress

_____shirt/blouse

_____tie/neck scarf

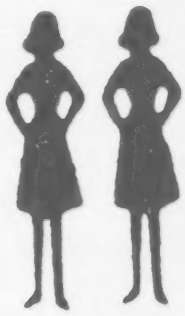
_____socks/stockings

_____shoes

_____jacket/coat

_____jewelry (be conservative)

_____purse/briefcase



I WILL BRING:

_____a small note pad

_____a pen that works

_____an extra copy of my resume

_____a list of my references

Particular DO'S AND DONT'S that are important for me to remember:
(see page 80)

CLOSING THE INTERVIEW:

What do I need to remember to do and say?

What words will I use to tell the interviewer I'm interested in the job?

AFTER THE INTERVIEW

INFORMATION ABOUT THE INTERVIEW I WANT TO REMEMBER? (Answers to my questions, impressions of organization and work setting. If made a job offer, what is salary/rate, fringe benefits, other terms? Any other information necessary to make a decision)

FOLLOW-UP:

Am I to call back?_____When?_____

When will hiring decision be made?_____

Follow-up letter sent?_____When?_____

SELF-EVALUATION - HOW DID I DO?
What I liked that I did/said in this interview:

What I want to do/say differently in my next interview:

THE INTERVIEW FOLLOW-UP LETTER

Below are samples of the follow-up letters you can use to help you write your own. These letters should be in proper business form including full name, complete address, date, etc.

THANKS-FOR-THE-INTERVIEW-LETTER
(if you're still being considered)

Dear Mr./Ms. Smiley:

Just a note to thank you again for providing me the opportunity to discuss my qualifications for a position with your company.

You indicated you were looking for an enthusiastic person with ambition, training and some experience. While I have not had direct experience in the sales field, my position with ABC Company certainly involved very similar public contact work. I know I am enthusiastic and ambitious and I think my training has been excellent.

From our talk, I was very impressed with your organization and with the training program you employ with new staff members. In all sincerity, I believe I could do an excellent job for your company.

I look forward to hearing from you soon. Thank you again for your consideration.

Sincerely,

Chris Johnson

Chris Johnson

THANKS-FOR-THE-INTERVIEW-LETTER
(when you didn't get the job)

Dear Mr./Ms. Smiley:

It was a pleasure to have had the opportunity to talk with you about the position in your organization. I found our conversation to be very helpful.

I realize you have a preference for someone with more specialized experience. Nevertheless, I do hope that I can find a position in a company that impresses me the way yours did. Thank you very much for providing names of other employers I might contact. If there should be an opening for which I am qualified or if you hear of anything in any other organizations, would you please keep me in mind.

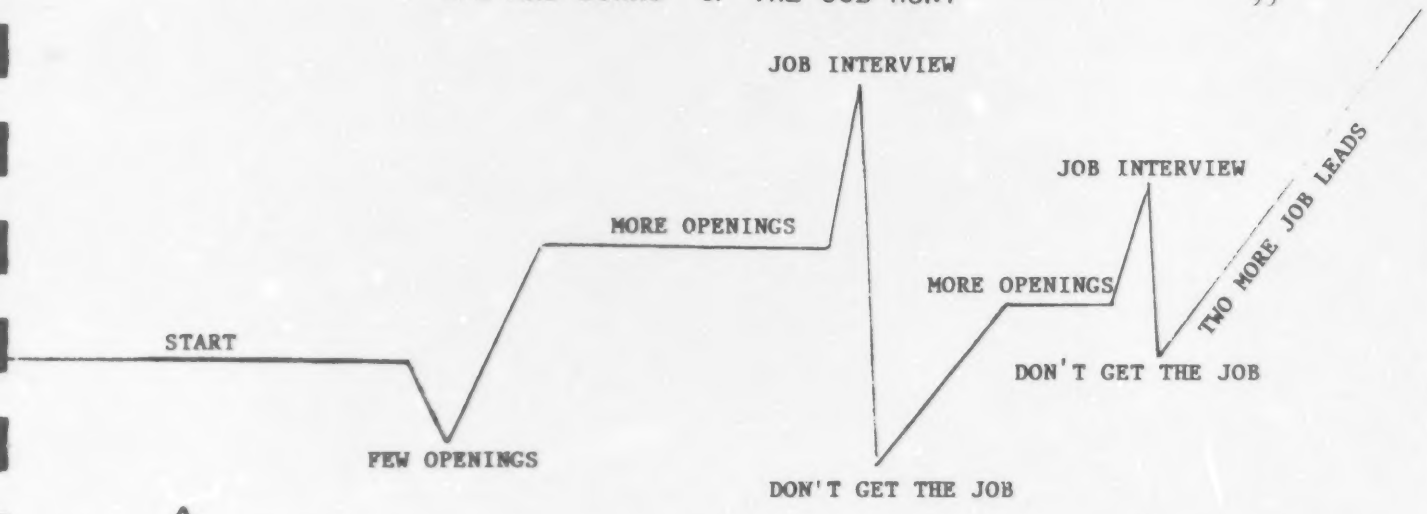
Thank you again for your consideration.

Sincerely,

Chris Johnson

Chris Johnson

"UPS AND DOWNS" OF THE JOB HUNT



Job hunting can be hard and frustrating work. And, in spite of your efforts, the job hunt does not offer any guarantees.

During the job hunt, it is likely that you will experience several UPS (getting an interview), and several DOWNS (being turned down for a job). Before beginning your job hunt, be ready for the UPS as well as the DOWNS and realize that you will probably experience several rejections before finding employment.

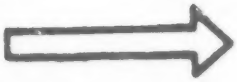
STAGES

STARTING THE JOB HUNT: For some, this will be exciting. For others, this will be a scary, risky, and perhaps difficult experience. Prepare by expecting the following situations.

CANNOT GET AN INTERVIEW: It can seem hopeless. The key is to "hang in there" and keep trying. As you review the materials in this manual, you will see many ways to increase your chances of getting and conducting a job interview.

WHEN YOU GET A JOB INTERVIEW: Often this revives our hopes for employment. Our energy level increases, we are motivated once again, and the job hunt seems to have been worth the effort. However, because we want and perhaps need the job so much, we sometimes unrealistically convince ourselves that we will be the one who "gets it". Since we are so sure, we stop actively job hunting. This allows the job hunt to lose its momentum. If the job does not come through, there is little to fall back on and our job hunt will be set back. You can probably avoid this problem by continuing the job hunt, finding new possibilities, setting up other interviews, and not relying on one job interview to do the trick (don't put all your eggs in one basket).

REJECTION: We sometimes feel like giving up. We may ask ourselves; why didn't I get the job? What's wrong with me? Unfortunately, being rejected is a part of the job hunt process. Job hunting is a numbers game. You will probably experience several rejections before finding employment. Remember, job hunting is a series of no's followed by a yes!



CONTINUING THE JOB HUNT: Keep it going. Keep your job hunt alive. This can be the key to making it effective. Keeping up your efforts builds momentum and has a way of presenting and expanding possible job opportunities. Remember, the YES will come.

The job hunt cycle will likely take you through the stages just mentioned and repeat them several times before you get employment. Expecting these situations will help you to prepare for them. The information in the rest of this manual can help you in planning a strategy to effectively keep your job hunt progressing.

OPENING THE DOOR
TO YOUR FUTURE
* KEEPING YOUR JOB
* NEXT STEPS

KEEPING THE JOB AFTER YOU GET IT

Finding a job involves a lot of time and effort. This is also true for keeping a job. When an employer offers you a job, you now have the chance to prove that you can do it. The employer is depending on you.

STARTING THE JOB

Starting a new job is usually difficult. You want to make a good impression, but there is so much to learn. Here are some recommendations.

1. Don't be afraid to ask questions. Asking questions is part of learning. You are not expected to know everything. If unsure about an assignment, it is better to ask about it than to do it incorrectly.

2. Know what is expected of you. Job descriptions, in many cases, do not tell certain expectations an employer may have about a particular job. Listen to your superiors, ask questions, and watch what makes some employees better than others. What do they do that makes them better?

3. Learn the names and functions of your co-workers. It is important to develop a good work relationship with co-workers. Being friendly at work increases your information network, makes work more enjoyable and can help you develop a positive reputation as an employee.

4. Know how your job relates to the overall operation of an organization. Understanding the importance of your job often gives it greater meaning. Knowing how it affects the operation of an organization, allows you to gain a deeper sense of involvement in your job, and also offers ideas about opportunities for possible recognition and advancement.

KEEPING THE JOB

In addition to skills and qualifications, employers prefer people with a positive attitude and interest toward their job. Recognizing and adjusting to an organization's policies and procedures is a must.

In addition, employers agree that the following areas are probably the most important regarding the evaluation of an employee.

1. RELIABILITY. Employers want people they can depend on. Good attendance is a must. Employees who miss a lot of work often lose their jobs and are certainly not considered for advancement. Also, a poor attendance record will hurt you if and when you look for a new job.

2. PUNCTUALITY. Be on time for work. Co-workers, in order to do their work, may depend on you to do your work. When you are late, it can affect everyone.

3. QUALITY. Do the job right, the first time. Employers will not always compliment you when you do good work, but they do notice. Employers value and often promote workers who do quality work on a regular basis.

4. QUANTITY. Accept work responsibilities, meet deadlines, and finish your work on time. Remember, you are part of a team and failure to do your share adds work for co-workers and/or superiors. Plan and organize your time.

EVALUATION

Organizations evaluate their employees on a regular basis. This may be done either formally or informally.

Formal evaluations tend to be structured and usually involve some sort of standard performance measure.

Informal evaluations are generally based on observations and impressions from a superior, where performance standards are not clearly spelled out.

Your chances for receiving a good evaluation will be increased by considering the following suggestions:

1. Consider the four (4) areas listed above in Keeping the Job and look at yourself honestly.

2. Become aware of your strengths as an employee, and build from them.

3. Become aware of your weaknesses and areas which need improvement by asking for feedback from your superiors.

4. If and when you are evaluated, avoid making excuses. Point out your positive features, and accept constructive criticism as a chance for self improvement. Remember, there is always room for improvement.

MAKING PLANS FOR YOUR FUTURE

Not all jobs are secure, and not all jobs are satisfying. We all need a back-up plan. Most people prefer a job that includes some of their interests, skills, and work values. What do you prefer from your job? What are you willing and able to do in order to achieve it?

.....MAKING PLANS FOR YOUR FUTURE.....

Job change, promotions, or other opportunities can occur either within your organization or with a new organization.

Other things you can do.....

INSIDE (your current organization)

1. Identify various jobs within the organization.
2. Look at the requirements for those jobs, including training and experience.
3. Expand your network of contacts and identify those people who are in a position to offer you help.
4. If possible, volunteer for additional assignments to gain new skills.
5. Keep informed. Be aware of your job and its future with that organization. You may need to upgrade your skills in your own area of work or begin to look elsewhere.

OUTSIDE (Other opportunities)

1. Gather information about an organization where you might want to work.
2. Gain additional work experience through volunteering your time with various organizations.
3. Find information about future job trends and plan your occupational future with this information in mind.
4. Develop a list of names of people from various organizations that interest you who are in a position to help you.
5. Begin getting training in another field of work in order to expand your job alternatives.

WHERE DO YOU GO FROM HERE?

We sincerely hope that this guide has been helpful to you in your job search. Although this guide provides a lot of information, it is still not enough. A successful job search also requires:

*EFFORT,

*CREATIVITY,

*PATIENCE,

*AND TIME.

DON'T GIVE UP. It takes time and effort to find a job. And, developing a career is considered to be a life-long process.

WORK AT IT. More than likely, you will find it necessary to make another job change in the future and will want to review all or part of this guide periodically to keep your job hunt skills alive.

This is the end of our guide. It is up to you now. Begin or continue your job search, and open the door to your future.

GOOD LUCK!

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Includes descriptions of job responsibilities and related information for 20,000 occupations. Designed as a job placement tool to help match job requirements and worker skills.

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Basic how-to-write-a-resume-book. Added feature - 60 sample resumes, each written for a particular occupation.

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Includes section about financial and psychological support while job hunting.

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Seventy-nine action-based techniques designed for the job market of the '80s. How to change jobs and profit by the move. Includes activities to help learn various non-traditional job search techniques.

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Step by step guide to constructing a resume, including worksheets. Includes do's and don't's, how employers use resumes, selecting the appropriate format.

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A practical guide to the entire process of career planning, using self-assessment tests and exercises. This book includes information pertinent to the job search such as time management, sample resumes, cover letters, networking, job market trends and "job satisfiers".

Michigan Occupational Outlook. Detroit: Michigan Employment Security Commission, published periodically.
Gives statistical information about projected job openings for Michigan occupations. Contains a geographical breakdown so that job hunters can evaluate job potential in various areas of the state.

Occupational Outlook Handbook. Washington, D.C.: U.S. Government Printing Office, published bi-annually.
Produced by the U.S. Department of Labor, contains information about many occupations. Information about each job includes job responsibilities, working conditions, employment outlook, training and other qualifications needed, opportunities for advancement, earnings, and concludes with a list of related occupations.

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Explains how stress affects the body and gives specific advice for avoiding the type of stress that is harmful. Tells how to enjoy leisure and how work, stress, and aging are related.

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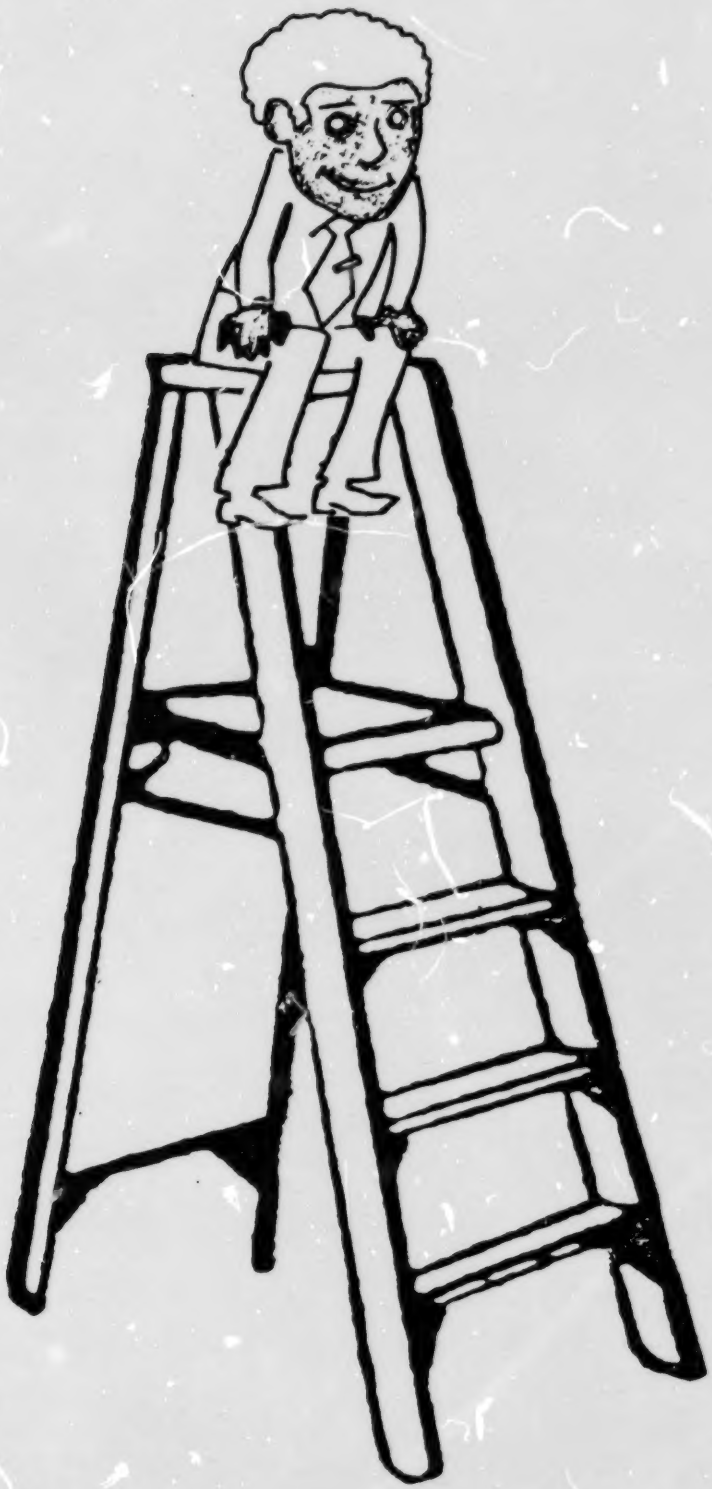
How to use achievement-oriented words, pinpoint a job that fits you. Contains a number of sample cover letters, evaluates resume-writing services.



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TO GET A JOB

Y O U C A N

Determine goals

Make decisions

Plan and prepare

Shape action

First

Gather information about

your accomplishments,

- skills
- strengths
- weaknesses
- liabilities
- facts of life
- work values
- personal history
- alternatives

Second

Plan your campaign:

- gather information about your area of work
- identify, expand, & use your network
- identify employers
- identify job openings
- keep records
- identify & use support

Third

Conduct your campaign:

- write & send resumes & cover letters
- use telephone techniques
- plan & practice interviews
- interview
- follow-up

Fourth

- accept a job
- keep a job
- plan for the future